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ABSTRACT

This V-TECS (Vocational-Technical Consortium of States) Guide is an extension or continuation of the V-TECS catalog for the occupation of computer operator. The guide is designed to help South Carolina teachers to promote the art of learning while teaching subject matter. The guide addresses the three domains of learning: psychomotor, cognitive, and affective. This guide contains six units of study that cover the following aspects of the computer operator occupation: data processing on computers; data processing with peripheral equipment; processing incoming jobs and final output; maintaining tape and disk pack library; miscellaneous computer operation activities; and supervising. Each unit contains several performance objectives, each including task, standard of performance of task, source of standard, conditions for performance of task, enabling objectives, resources, teaching activities, checklists, and criterion-referenced measures. Appendixes provide a task list and job titles; definitions of terms; and a bibliography compiled by the South Carolina writing team. (KC)

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# V-TECS GUIDE

# FOR

# COMPUTER OPERATOR

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## TABLE OF CONTENTS


ACKNOWLEDGMENTS ..... ii

INTRODUCTION ..... 1

USE OF A V-TECS GUIDE ..... 3

UNIT OUTLINE

PROCESSING DATA USING COMPUTER EQUIPMENT ..... 4

PERFORMING DATA PROCESSING FUNCTIONS USING PERIPHERAL EQUIPMENT (UNIT RECORD EQUIPMENT) ..... 59

PROCESSING INCOMING JOBS AND FINAL OUTPUT ..... 72

MAINTAINING TAPE AND DISK PACK LIBRARY ..... 90

PERFORMING MISCELLANEOUS COMPUTER OPERATION ACTIVITIES 116

PERFORMING SUPERVISORY FUNCTIONS ..... 137

APPENDICES

A.Task List and Job Titles ..... 190

B.Definitions of Terms ..... 194

C.Bibliography Compiled By The South Carolina Writing Team .... 200

## INTRODUCTION

A V-TECS Guide is an extension or a continuation of one or more V-TECS Catalogs. The V-TECS Catalog is a composition of duties, tasks, performance objectives, and performance guides which deal with the psychomotor aspect of an occupation. The catalog can be considered the blueprint of an occupation.

The catalog serves as the foundation for the V-TECS Guide. Experience has shown that the art of learning can be taught while teaching subject matter. A V-TECS Guide provides an efficient method for this process. The Guide addresses the three domains of learning: psychomotor, cognitive, and affective. The following is a brief explanation of each.

### Psychomotor

Manipulative skills, such as sharpening a pencil and making a bulletin board display, are representative of activities that are psychomotor in nature. These tasks are identified in a catalog and grouped by duties and objectives. Each performance objective has a performance standard which must be met to demonstrate student proficiency in the manipulative aspect of the task.

### Cognitive

Cognition is the mental process by which knowledge is acquired. To perform psychomotor tasks, students must think. Effective thinking is necessary for successful performance of job tasks. Students gain cognition through real and vicarious

experiences. This guide enables the instructor to provide decision-making opportunities for students, thus developing their cognitive skills.

**Affective**

The affective domain deals with attitudes, interests, and values development. Desirable behavior is the learning outcome of the affective domain. This guide presents activities created to promote an understanding of self and others in a working environment. The instructor is encouraged to use the activities to stress how attitudes, values, and goal attainment influence working relationships and productivity.

## USE OF V-TECS GUIDE

A V-TECS Guide is designed to provide job-relevant tasks, performance objectives, performance guides, resources, teaching activities, evaluation standards, and criterion-referenced measures. It may be used with any teaching method the instructor chooses. Although a guide contains suggestions for specific classroom activities for each identified task, teachers are encouraged to be creative in adapting the material to meet the particular needs of their students.

# PROCESSING DATA USING COMPUTER EQUIPMENT

## DUTY PROCESSING DATA USING COMPUTER EQUIPMENT

### PERFORMANCE OBJECTIVE 1

#### TASK

Perform power-on procedures

#### STANDARD OF PERFORMANCE OF TASK

Power-on procedures for all equipment must be performed; when completed, the procedures should result in all equipment operating correctly.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Knowledge of safety procedures in the office
Operations manual for the equipment being used

### ENABLING OBJECTIVES

1. Knowledge of computer hardware
2. Knowledge of the location of power switches on equipment
3. Knowledge of error messages

### RESOURCES

1. Sanders. **Computers Today**, pp. 8-29.
2. Sanders. **Study Guide to Accompany Computers Today**, Chapter 1.

### TEACHING ACTIVITIES

1. Have student read pp. 8-29, **Computers Today**.
2. Student should read and do exercises related to Chapter 1 in the **Study Guide to Accompany Computers Today**.
3. Explain the importance of attention to operation when performing power-on procedures.
4. Demonstrate the proper procedures to power on equipment.

## PERFORMANCE OBJECTIVE 1

## CRITERION-REFERENCED MEASURE

### Practical Application

Given computer equipment and instructions, the student will perform all needed power-on procedures. All equipment should be operational at the end of performance.

### Method of Evaluating Practical Application

The instructor will evaluate by observation and by using the checklist provided. All items should be rated acceptable.

## PERFORMANCE GUIDE

1. Turn on central processing unit.
2. Turn on disk drives.
3. Turn on tape drives.
4. Turn on printer.
5. Turn on card reader/punch.
6. Verify that all equipment is operational.

## CHECKLIST FOR PERFORMANCE OBJECTIVE 1 EVALUATION

## PERFORMING POWER-ON PROCEDURES

**Student's Name** _____ **Date** _____

DIRECTIONS TO STUDENT — Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR — Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A score of 100 percent is required for competency.

| ITEMS TO BE EVALUATED | RATING | |
|---|---|---|
| | Acceptable | Unacceptable |
| 1. Turned on central processing unit and peripheral equipment. | | |
| 2. Verified that all equipment was operational. | | |
| 3. Performed diagnostic checks on those items not operational; reported problems to supervisor. | | |

APPROVED: YES _____ NO _____

**Evaluator's Signature** _____ **Date** _____

## DUTY PROCESSING DATA USING COMPUTER EQUIPMENT

### PERFORMANCE OBJECTIVE 2

#### TASK

Perform power-off procedures

#### STANDARD OF PERFORMANCE OF TASK

All power-off procedures must be performed on office computer systems and peripheral equipment.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Knowledge of safety procedures in the office
Operations manual for the equipment being used
Equipment must be in proper working condition and turned on

### ENABLING OBJECTIVES

1. Knowledge of computer hardware
2. Knowledge of the location of power switches on equipment
3. Knowledge of error messages

### RESOURCES

1. Sanders. **Computers Today**, pp. 8-29.
2. Sanders. **Study Guide to Accompany Computers Today**, Chapter 1.

### TEACHING ACTIVITIES

1. Assign pp. 8-29 in **Computers Today** for reading and class discussion.
2. Read and complete the exercises related to Chapter 1 in the **Study Guide to Accompany Computers Today**.
3. Explain the importance of attention to operation when performing power-off procedures.
4. Emphasize the danger of performing power-off procedures with the possibility of remote users on-line.
5. Demonstrate the proper procedures to power off equipment.

## PERFORMANCE OBJECTIVE 2

## CRITERION-REFERENCED MEASURE

### Practical Application

Given class discussion, the student will demonstrate correct power-off procedures for all computer equipment in an office.

### Method of Evaluating Practical Application

The instructor will evaluate by observation and by using the checklist provided. All items should be rated acceptable.

## CHECKLIST FOR PERFORMANCE OBJECTIVE 2 EVALUATION

## PERFORMING POWER-OFF PROCEDURES

**Student's Name** _____ **Date** _____

DIRECTIONS TO STUDENT — Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR — Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A score of 100 percent is required for competency.

| ITEMS TO BE EVALUATED | RATING | |
|---|---|---|
| | Acceptable | Unacceptable |
| 1. Issued shutdown command at console. | | |
| 2. Turned off disk drive. | | |
| 3. Turned off tape drive. | | |
| 4. Turned off printer. | | |
| 5. Turned off card reader/punch. | | |
| 6. Turned off central processing unit. | | |
| 7. Verified that all equipment was off. | | |

APPROVED: YES _____ NO _____

**Evaluator's Signature** _____ **Date** _____

## DUTY PROCESSING DATA USING COMPUTER EQUIPMENT

### PERFORMANCE OBJECTIVE 3

#### TASK

Obtain forms needed for job

#### STANDARD OF PERFORMANCE OF TASK

Specific forms for a job must be obtained; the forms must agree with either the console message or the job run sheet.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Written safety procedures in the office
Location of computer forms
Operations manual for printer

### ENABLING OBJECTIVES

1. Identification of printer types and components
2. Identification of messages from console
3. Knowledge of different forms for jobs

### RESOURCES

1. Sanders. **Computers Today**, pp. 170-205.
2. Sanders. **Study Guide to Accompany Computers Today**, Chapter 7.

### TEACHING ACTIVITIES

1. Assign pp. 170-205 in **Computers Today** for reading and class discussion.
2. Have student read and complete the exercises related to Chapter 7 in the **Study Guide to Accompany Computers Today**.
3. Discuss the importance of the proper form selection.
4. Demonstrate how to load forms into the printer and make printer available to system.

## PERFORMANCE OBJECTIVE 3

## CRITERION-REFERENCED MEASURE

### Practical Application

Given a job to be processed, the student will obtain forms needed for job. The forms must agree with either the console message or the job run sheet.

### Method of Evaluating Practical Application

The instructor will evaluate by observation. All items should be acceptable.

## PERFORMANCE GUIDE

1. Determine forms necessary.
2. Locate and place forms in printer.
3. Make printer available to system.

## DUTY PROCESSING DATA USING COMPUTER EQUIPMENT

### PERFORMANCE OBJECTIVE 4

#### TASK

Mount carriage control tape

#### STANDARD OF PERFORMANCE OF TASK

The carriage control tape for a computer printer must be loaded in the sensing mechanism so that the printer will operate according to job specifications.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Knowledge of safety procedures in the office
Operation manual for printer
Location of carriage control tapes known
Equipment in proper operational condition

### ENABLING OBJECTIVES

1. Identification of printer components
2. Identification of messages from console
3. Identification of individual carriage control tapes
4. Interpretation of job specification sheets

### RESOURCES

1. Sanders. **Computers Today,** pp. 170-205.
2. Sanders. **Study Guide to Accompany Computers Today**, Chapter 7.

### TEACHING ACTIVITIES

1. Assign pp. 170-205 in **Computers Today** for reading and class discussion.
2. Have student read and complete the exercises related to Chapter 7 in the **Study Guide to Accompany Computers Today.**
3. Demonstrate how to mount carriage control tapes.
4. Explain the use of job specification forms.
5. Make sure equipment is operational.

## PERFORMANCE OBJECTIVE 4

## CRITERION-REFERENCED MEASURE

### Practical Application

Given a computer printer, specification form, and carriage control tape, the student will mount carriage control tape. The tape must be loaded in sensing mechanism so that the printer will operate according to job specifications.

### Method of Evaluating Practical Application

The instructor will evaluate by observation and and by using the checklist provided. All items should be rated acceptable.

## CHECKLIST FOR PERFORMANCE OBJECTIVE 4 EVALUATION

## MOUNTING CARRIAGE CONTROL TAPES

**Student's Name** _____ **Date** _____

DIRECTIONS TO STUDENT — Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR — Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A score of 100 percent is required for competency.

| ITEMS TO BE EVALUATED | RATING | |
|---|---|---|
| | Acceptable | Unacceptable |
| 1. Raised cover on printer. | | |
| 2. Raised carriage tape guide. | | |
| 3. Removed previously used carriage tape. | | |
| 4. Placed tape in sensing mechanism engaging the sprocket holes. | | |
| 5. Closed carriage tape guide. | | |
| 6. Stored carriage tape. | | |
| 7. Readied the printer. | | |
| 8. Closed the printer cover. | | |

APPROVED: YES _____ NO _____

**Evaluator's Signature** _____ **Date** _____

## DUTY PROCESSING DATA USING COMPUTER EQUIPMENT

### PERFORMANCE OBJECTIVE 5

#### TASK

Mount disk packs

#### STANDARD OF PERFORMANCE OF TASK

A disk pack must be mounted on disk drive and all switches set so that the disk pack is ready and accessible to the operating system.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Disk drive and disk pack
Operations manual for computer system

### ENABLING OBJECTIVES

1. Identification of messages from console
2. Location of proper switches
3. Location of proper disk packs

### RESOURCES

1. Sanders. **Computers Today**, pp. 170-205.
2. Sanders. **Study Guide to Accompany Computers Today**, Chapter 7.

### TEACHING ACTIVITIES

1. Assign pp. 170-205 in **Computers Today** for reading and class discussion.
2. Read and complete exercises related to Chapter 7 in **Study Guide to Accompany Computers Today**.
3. Demonstrate how to correctly mount disk packs.
4. Explain the attention to carefulness when handling disk packs.

## PERFORMANCE OBJECTIVE 5

## CRITERION-REFERENCED MEASURE

### Practical Application

Given a disk pack and class discussion, the disk pack will be mounted and related switches set so that the disk pack is ready to be used.

### Method of Evaluating Practical Application

The instructor will evaluate by observation. All items should be acceptable.

## PERFORMANCE GUIDE

1. Direct disk drive to off-line status.
2. Stop disk drive.
3. Remove previously run pack from disk drive and replace protective covering.
4. Mount new disk pack onto drive.
5. Close cover and set switches to start drive.
6. Check equipment indicators to verify that drive is ready.
7. Ensure that drive is available to the operating system.

## DUTY PROCESSING DATA USING COMPUTER EQUIPMENT

### PERFORMANCE OBJECTIVE 6

#### TASK

Mount tapes

#### STANDARD OF PERFORMANCE OF TASK

A reel of magnetic tape must be mounted on a tape drive, positioned at load point and available to the operating system.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Operations manual for computer tape drive systems
Magnetic tape
Tape drive

### ENABLING OBJECTIVES

1. Identification of messages from console
2. Location of proper switches
3. Location of proper tapes to mount

### RESOURCES

1. Daggett, Badrkhan and Kruse. **Computer and Information Technology,** pp. 116-18.
2. Sanders. **Computers Today,** pp. 170-205.
3. Sanders. **Study Guide to Accompany Computers Today,** Chapter 7.

### TEACHING ACTIVITIES

1. Assign pp. 170-205 in **Computers Today** for reading and class discussion.
2. Have student complete related exercises in Chapter 7 of **Study Guide to Accompany Computers Today.**
3. Demonstrate how to correctly mount tapes.
4. Explain the necessity of mounting tapes carefully.
5. Demonstrate how to make sure equipment is operational.

## PERFORMANCE OBJECTIVE 6

## CRITERION-REFERENCED MEASURE

### Practical Application

Given class discussion and demonstration, the student will show how to correctly mount tapes.

### Method of Evaluating Practical Application

The instructor will evaluate by observation. The magnetic tape should be available for immediate use by the operating system.

## PERFORMANCE GUIDE

1. Mount tape reel on tape drive.
2. Select proper buttons to automatically position tape reel to load point.
3. Ensure that tape drive is available to the operating system.

## DUTY PROCESSING DATA USING COMPUTER EQUIPMENT

### PERFORMANCE OBJECTIVE 7

#### TASK

Run programs using time-sharing system

#### STANDARD OF PERFORMANCE OF TASK

Specified computer output must be received from a time-sharing computer system.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Time-sharing computer system
Operations manual

### ENABLING OBJECTIVES

1. Recognition and use of access codes
2. Use of data entry skills

### RESOURCES

1. Sanders. **Computers Today,** pp. 251-85.
2. Sanders. **Study Guides to Accompany Computers Today**, Chapter 8.

### TEACHING ACTIVITIES

1. Assign pp. 251-85 in **Computers Today** for reading and classroom discussion.
2. Assign related exercises in Chapter 8 of **Study Guide to Accompany Computers Today.**
3. Discuss the purpose and importance of access codes.
4. Review data entry skills that relate to program being used.
5. Discuss the readings and review work.

## PERFORMANCE OBJECTIVE 7

## CRITERION-REFERENCED MEASURE

### Practical Application

Given class discussion and programs stored on a time-sharing computer system, the student will run programs. Specified output must be received from the programs.

### Method of Evaluating Practical Application

The instructor will evaluate by observation. All items should be acceptable.

## PERFORMANCE GUIDE

1. Log on to the time-sharing computer system.
2. Issue the appropriate JCL to run the program (varies from system to system).
3. Input any necessary data that might be utilized in the program.
4. Log off the time-sharing computer system.

## DUTY PROCESSING DATA USING COMPUTER EQUIPMENT

### PERFORMANCE OBJECTIVE 8

#### TASK

Input data via operator's console

#### STANDARD OF PERFORMANCE OF TASK

Data must be entered via console into a computer program. The data should be entered without error and the processing should continue without major problems.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Computer system with console
Data that needs to be entered into system

### ENABLING OBJECTIVES

1. Understanding of computer prompts
2. Ability to transfer information
3. Keyboarding/data entry skills

### RESOURCES

1. Sanders. **Computers Today**, pp. 129-69.
2. Sanders. **Study Guide to Accompany Computers Today**, Chapter 6.

### TEACHING ACTIVITIES

1. Assign pp. 129-69 in **Computers Today** for reading and class discussion.
2. Assign exercises related to Chapter 6 in the **Study Guide to Accompany Computers Today**.
3. Discuss the importance of accuracy in data entry.
4. Define the prompts and responses applicable to program.
5. Demonstrate procedure to ensure that equipment is operational.

## PERFORMANCE OBJECTIVE 8

## CRITERION-REFERENCED MEASURE

### Practical Application

Given class discussion and demonstration, the student will enter data via operator's console into a computer system.

### Method of Evaluating Practical Application

The instructor will evaluate by observation. All data requested by system must be entered without error, and processing must continue.

## PERFORMANCE GUIDE

1. Receive indication from central processor that data are required.
2. Enter necessary data.
3. Ensure that processing continues.
4. Repeat Steps 1 and 2 if required.

## DUTY PROCESSING DATA USING COMPUTER EQUIPMENT

### PERFORMANCE OBJECTIVE 9

#### TASK

Monitor data processing via console

#### STANDARD OF PERFORMANCE OF TASK

Data processing must be monitored via console in a situation where the computer is executing one or more jobs. The status of all jobs must be determined; non-correctable jobs must be terminated; the disposition of all jobs must be logged.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Computer system
Computer job log

### ENABLING OBJECTIVES

1. Knowledge of correctable and non-correctable jobs
2. Ability to access computer

### RESOURCES

1. Sanders. **Computers Today**, pp. 333-55.
2. Sanders. **Study Guide to Accompany Computers Today**, Chapter 13.

### TEACHING ACTIVITIES

1. Assign student to read pp. 333-55 in **Computers Today** for class discussion.
2. Assign student to read and complete exercises related to Chapter 13 in the **Study Guide to Accompany Computers Today**.
3. Discuss the readings and review work.
4. Discuss accuracy in computer related work.
5. Explain and define monitor display during processing.
6. Demonstrate disposition of jobs.
7. Demonstrate process of logging jobs.

## PERFORMANCE OBJECTIVE 9

### CRITERION-REFERENCED MEASURE

#### Practical Application

Given class discussion and demonstration, the student will monitor a data processing situation and determine the status of all jobs.

#### Method of Evaluating Practical Application

The instructor will evaluate using the checklist and the log sheet provided. All items should be rated acceptable.

## CHECKLIST FOR PERFORMANCE OBJECTIVE 9 EVALUATION

## MONITORING DATA PROCESSING VIA CONSOLE

**Student's Name** **Date**

DIRECTIONS TO STUDENT — Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR — Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A score of 100 percent is required for competency.

| ITEMS TO BE EVALUATED | RATING | |
|---|---|---|
| | Acceptable | Unacceptable |
| 1. Issued the appropriate command to show jobs that were executing. | | |
| 2. Determined if any jobs were executing abnormally. | | |
| 3. Corrected abnormal condition, if possible. | | |
| 4. Terminated execution of non-correctable jobs. | | |
| 5. Made necessary log entries regarding completed or terminated jobs. | | |
| 6. Issued any needed commands or replies as jobs were executing. | | |

APPROVED: YES _____ NO _____

**Evaluator's Signature** **Date**

**PERFORMANCE OBJECTIVE 9**

**LOG SHEET**

**JOB EXECUTION**

| Date Time | Job Identification | Process Taken | Comments | Operator's I.D. |
|---|---|---|---|---|

**STUDENT'S NAME** _____

**DATE** _____

**ACCEPTABLE** _____ **UNACCEPTABLE** _____

## DUTY PROCESSING DATA USING COMPUTER EQUIPMENT

### PERFORMANCE OBJECTIVE 10

#### TASK

Transmit data to remote users

#### STANDARD OF PERFORMANCE OF TASK

Data must be transmitted to a user via the appropriate transmission method; an end-of-transmission indicator should be received after the data is sent.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Equipment must be in proper operational condition
On-line computer system
Operation manual for equipment

### ENABLING OBJECTIVE

Recognition of computer signals and indicator lights/messages

### RESOURCES

1. Sanders. **Computers Today,** pp. 251-85.
2. Sanders. **Study Guide to Accompany Computers Today**, Chapter 10.

### TEACHING ACTIVITIES

1. Assign student to read **Computers Today,** pp. 251-85 for class discussion.
2. Assign student to read and complete exercises related to Chapter 10 in the **Study Guide to Accompany Computers Today.**
3. Discuss the readings and review work.
4. Discuss accuracy in computer related work.
5. Demonstrate preparation for transmitting data, checking for end-of-transmission indicator, and following procedures if end-of-transmission indicator is not received.

## PERFORMANCE OBJECTIVE 10

### CRITERION-REFERENCED MEASURE

#### Practical Application

Given class demonstration, the student will transmit data via the appropriate method.

#### Method of Evaluating Practical Application

The instructor will evaluate by observation and by using the checklist provided. All items should be rated acceptable.

## CHECKLIST FOR PERFORMANCE OBJECTIVE 10 EVALUATION

## TRANSMITTING DATA TO REMOTE USERS

**Student's Name** _____ **Date** _____

DIRECTIONS TO STUDENT — Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR — Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A score of 100 percent is required for competency.

| ITEMS TO BE EVALUATED | RATING | |
|---|---|---|
| | Acceptable | Unacceptable |
| 1. Readied transmitting device. | | |
| 2. Entered and transmitted data. | | |
| 3. Checked for end-of-transmission indicator or record count. | | |
| 4. Followed designated procedures if end-of-transmission indicator was not received. | | |

APPROVED: YES _____ NO _____

**Evaluator's Signature** _____ **Date** _____

## DUTY PROCESSING DATA USING COMPUTER EQUIPMENT

### PERFORMANCE OBJECTIVE 11

#### TASK

Receive data from remote users

#### STANDARD OF PERFORMANCE OF TASK

Data must be received from a remote user of a computer system; an end-of-transmission indicator will be received when the transmission is received.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Equipment must be in proper operational condition
On-line computer system
Operation manual for equipment

### ENABLING OBJECTIVES

1. Ability to use on-line computer system
2. Ability to monitor incoming/outgoing data

### RESOURCES

1. Sanders. **Computers Today,** pp. 251-85.
2. Sanders. **Study Guide to Accompany Computers Today**, Chapter 10.

### TEACHING ACTIVITIES

1. Assign student to read **Computers Today,** pp. 251-85 for class discussion.
2. Assign student to read and complete exercises related to Chapter 10 in the **Study Guide to Accompany Computers Today.**
3. Discuss the readings and review work.
4. Discuss accuracy in computer-related work.
5. Demonstrate preparation for receiving data, checking for end-of-transmission indicator, and following procedures if end-of-transmission indicator is not received.

## PERFORMANCE OBJECTIVE 11

## CRITERION-REFERENCED MEASURE

### Practical Application

Given class discussion, the student will receive data from remote users.

### Method of Evaluating Practical Application

The instructor will evaluate by observation and by using the checklist provided. All items should be rated acceptable.

## PERFORMANCE GUIDE

1. Ready receiving device.
2. Monitor incoming data transmission.
3. Check for end-of-transmission indicator at end of data transmission.
4. Follow designated procedures if end-of-transmission indicator is not received.
5. Prepare data for forwarding to user.

## CHECKLIST FOR PERFORMANCE OBJECTIVE 11 EVALUATION

## RECEIVING DATA FROM REMOTE USERS

**Student's Name** **Date**

DIRECTIONS TO STUDENT — Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR — Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A score of 100 percent is required for competency.

| ITEMS TO BE EVALUATED | RATING | |
|---|---|---|
| | Acceptable | Unacceptable |
| 1. Readied receiving device. | | |
| 2. Monitored data transmission. | | |
| 3. Checked for end of transmission. | | |
| 4. Checked data for correctness and usage. | | |
| 5. Forwarded data to user. | | |

APPROVED: YES _____ NO _____

**Evaluator's Signature** **Date**

## DUTY PROCESSING DATA USING COMPUTER EQUIPMENT

### PERFORMANCE OBJECTIVE 12

#### TASK

Perform halt/restart procedures

#### STANDARD OF PERFORMANCE OF TASK

Halt/restart procedures must be performed on a computer program; cause of halt operation must be determined and documented; and program must resume execution at point in program where halt occurred.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Operation manual for equipment
Programming guide containing halt/restart programming instructions
Manual for program being executed

#### ENABLING OBJECTIVES

1. Identification of program operations
2. Review of operation manual
3. Review of equipment operation manual

#### RESOURCE

International Business Machines. **Operator's Guide For The IBM 3083 System Console,** sections 7-110 through 7-123.

#### TEACHING ACTIVITIES

1. Assign student to read **Operator's Guide For The IBM 3083 Systems Console,** sections 7-110 through 7-123.
2. Discuss how to use the instruction manual.
3. Discuss the importance of accuracy in computer procedures.
4. Demonstrate halt/restart procedures.

## PERFORMANCE OBJECTIVE 12

## CRITERION-REFERENCED MEASURE

### Practical Application

Given classroom discussion, the student will perform halt/restart procedures on a computer system.

### Method of Evaluating Practical Application

The instructor will evaluate by observation. All items should be acceptable.

## PERFORMANCE GUIDE

1. Determine cause of halt operation in program being executed.
2. Document in writing findings from Step 1.
3. Refer to instructions pertaining to halt operation.
4. Review restart operational procedures.
5. Restart program.
6. Ensure that program resumes execution at halt point.

## DUTY PROCESSING DATA USING COMPUTER EQUIPMENT

### PERFORMANCE OBJECTIVE 13

#### TASK

Run tests on programs

#### STANDARD OF PERFORMANCE OF TASK

A test must be run on a program and a program printout obtained of the test run.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Equipment must be in proper operational condition
Operations manual for equipment
Software available

### ENABLING OBJECTIVES

1. Operation of computer hardware
2. Ability to produce expected outcome from software
3. Ability to load program into system

### RESOURCES

1. Sanders. **Computers Today**, pp. 477-541.
2. Sanders. **Study Guide to Accompany Computers Today**, Chapters 18 and 19.

### TEACHING ACTIVITIES

1. Assign student to read **Computers Today**, pp. 477-541 for class discussion.
2. Assign student to read and complete exercises related to Chapters 18 and 19 in the **Study Guide To Accompany Computers Today**.
3. Discuss the readings and review work.
4. Discuss accuracy in computer-related work.
5. Demonstrate and explain how to run test on programs.

## PERFORMANCE OBJECTIVE 13

## CRITERION-REFERENCED MEASURE

### Practical Application

Given class discussion, the student will run a test on a program and obtain a printout.

### Method of Evaluating Practical Application

The instructor will evaluate by observation. All items should be acceptable.

## PERFORMANCE GUIDE

1. Read program into the system.
2. Initiate program.
3. Process program.
4. Print program results.

## DUTY PROCESSING DATA USING COMPUTER EQUIPMENT

### PERFORMANCE OBJECTIVE 14

#### TASK

Copy files for back-up or media conversion

#### STANDARD OF PERFORMANCE OF TASK

Files must be copied for back-up or media conversion; copy must be identical to original; and an end-of-file indicator must be received.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Data files to copy available
Media available
Operations manual for hardware available

#### ENABLING OBJECTIVES

1. Ability to access files
2. Ability to locate back-up medium
3. Ability to load files into reading device
4. Ability to load available medium on recording device

#### RESOURCE

Daggett, Badrkhan and Benedict. **Computers and Information Technology**, Chapter 5.

#### TEACHING ACTIVITIES

1. Assign student to read Chapter 5 in **Computers and Information Technology** (pp. 96-119) and complete all exercises and questions.
2. Review readings and exercises.
3. Make available software, hardware, and back-up medium.
4. Stress the importance of carefulness when performing back up/media conversion.
5. Demonstrate proper procedures in making back-ups.

## PERFORMANCE OBJECTIVE 14

### CRITERION-REFERENCED MEASURE

#### Practical Application

Given class discussion and demonstration, the student will copy files for back-up or media conversion.

#### Method of Evaluating Practical Application

The teacher will evaluate by observation. All items should be acceptable.

### PERFORMANCE GUIDE

1. Load original file on reading device.
2. Load available medium on recording device.
3. Perform file copy procedure utilizing copy.
4. Run verification procedure if required.
5. Log back-up.
6. Remove medium from recording device.
7. Remove original file from reading device.

## DUTY PROCESSING DATA USING COMPUTER EQUIPMENT

### PERFORMANCE OBJECTIVE 15

#### TASK

Perform shift turnover procedures

#### STANDARD OF PERFORMANCE OF TASK

Shift turnover procedures must be performed at the end of the shift, without interruptions in job schedules or in shift processing log.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITION FOR PERFORMANCE OF TASK

Computer utilization forms

### ENABLING OBJECTIVE

Ability to read and interpret computer utilization forms from previous shift

### RESOURCE

Sanders. **Computers Today**, pp. 333-55.

### TEACHING ACTIVITIES

1. Assign the readings on pp. 333-55 of **Computers Today** for class discussion.
2. Describe the importance of accuracy in computer-related work.
3. Demonstrate how to log jobs, using computer utilization form (supplement).
4. Demonstrate full shift turnover and importance of accuracy in recording complete and incomplete job runs.

## PERFORMANCE OBJECTIVE 15

### CRITERION-REFERENCED MEASURE

#### Practical Application

Given class discussion, the student will describe and demonstrate how to perform shift turnover procedures.

#### Method of Evaluating Practical Application

The instructor will evaluate using the checklist and computer utilization form provided. All items should be rated acceptable.

## CHECKLIST FOR PERFORMANCE OBJECTIVE 15 EVALUATION

## PERFORMING SHIFT TURNOVER PROCEDURES

**Student's Name** **Date**

DIRECTIONS TO STUDENT — Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR — Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A score of 100 percent is required for competency.

| ITEMS TO BE EVALUATED | RATING | |
|---|---|---|
| | Acceptable | Unacceptable |
| 1. Communicated operating changes during past shift, either verbally or by using a shift turnover form. | | |
| 2. Completed shift processing log. | | |

APPROVED: YES _____ NO _____

**Evaluator's Signature** **Date**

**PERFORMANCE OBJECTIVE 15**

**COMPUTER UTILIZATION FORM**
**(Supplement)**

| Date | Start Time | Ending Time | Job To Be Run | Dependency | Operator's I.D. |
|---|---|---|---|---|---|

**STUDENT'S NAME** _____

**DATE** _____

**ACCEPTABLE** _____ **UNACCEPTABLE** _____

## DUTY PROCESSING DATA USING COMPUTER EQUIPMENT

### PERFORMANCE OBJECTIVE 16

#### TASK

Keep records of computer utilization

#### STANDARD OF PERFORMANCE OF TASK

Records of computer utilization must be kept. Beginning and ending time and final status of each job must be entered into the computer operator's log.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Computer utilization form
Operations manual

#### ENABLING OBJECTIVES

1. Oral and written communication
2. Understanding of how jobs are handled

#### RESOURCE

Sanders. **Computers Today**, pp. 333-55.

#### TEACHING ACTIVITIES

1. Demonstrate the process of logging jobs (supplement).
2. Explain how time and dependency become factors of priority in running jobs.
3. Assign student to investigate and report to class on the functions of security software that keeps records of computer utilization.

## PERFORMANCE OBJECTIVE 16

### CRITERION-REFERENCED MEASURE

#### Practical Application

The student will demonstrate how records of computer utilization should be maintained.

#### Method of Evaluating Practical Application

The instructor will evaluate using the checklist and the computer utilization form provided. All items should be rated acceptable.

## CHECKLIST FOR PERFORMANCE OBJECTIVE 16 EVALUATION

## KEEPING RECORDS OF COMPUTER UTILIZATION

**Student's Name** **Date**

DIRECTIONS TO STUDENT — Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR — Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A score of 100 percent is required for competency.

| ITEMS TO BE EVALUATED | RATING | |
|---|---|---|
| | Acceptable | Unacceptable |
| 1. Recorded beginning time of each job to be run. | | |
| 2. Recorded ending time of each job. | | |
| 3. Noted final status and/or exceptions. | | |

APPROVED: YES _____ NO _____

**Evaluator's Signature** **Date**

**PERFORMANCE OBJECTIVE 16**

**COMPUTER UTILIZATION FORM**

**(Supplement)**

| Date | Start Time | Ending Time | Job To Be Run | Dependency | Operator's I.D. |
|---|---|---|---|---|---|

**STUDENT'S NAME** _____

**DATE** _____

**ACCEPTABLE** _____ **UNACCEPTABLE** _____

## DUTY PROCESSING DATA USING COMPUTER EQUIPMENT

### PERFORMANCE OBJECTIVE 17

#### TASK

Clear paper jam

#### STANDARD OF PERFORMANCE OF TASK

A paper jam in a printer must be cleared so that continuous printing operation can resume with no loss of print.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Printer
Printer manual

#### ENABLING OBJECTIVES

1. Identification of printer components
2. Ability to operate printer

#### RESOURCE

Sanders. **Computers Today**, pp. 170-205.

#### TEACHING ACTIVITIES

1. Describe and discuss how paper jams occur.
2. Assign pp. 170-205 in **Computers Today** for class discussion.
3. Discuss and describe how to read and interpret printer manual directions.

## PERFORMANCE OBJECTIVE 17

### CRITERION-REFERENCED MEASURE

#### Practical Application

Given class demonstration, the student will describe how to clear a paper jam in a printer.

#### Method of Evaluating Practical Application

The instructor will evaluate using the checklist provided. All items should be rated acceptable.

## CHECKLIST FOR PERFORMANCE OBJECTIVE 17 EVALUATION

## CLEARING PAPER JAM

**Student's Name** _____ **Date** _____

DIRECTIONS TO STUDENT — Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR — Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A score of 100 percent is required for competency.

| ITEMS TO BE EVALUATED | RATING | |
|---|---|---|
| | Acceptable | Unacceptable |
| 1. Stopped printer. | | |
| 2. Raised necessary cover(s) to expose controls. | | |
| 3. Moved printing mechanism. | | |
| 4. Raised paper tractors and removed jammed paper from printer. | | |
| 5. Checked paper tractors to ensure they were in proper position. | | |
| 6. Checked paper in pin feed to ensure it was engaged. | | |
| 7. Closed paper tractors. | | |
| 8. Checked alignment of paper and setting of adjustment controls. | | |
| 9. Checked carriage control tape setting so that print appeared in proper position on paper. | | |
| 10. Printed single-space lines until paper that had caused jam was through printer and print appeared in proper position on paper. | | |

## CHECKLIST FOR PERFORMANCE OBJECTIVE 17 EVALUATION(Continued)

## CLEARING PAPER JAM

| ITEMS TO BE EVALUATED | RATING | |
|---|---|---|
| | Acceptable | Unacceptable |
| 11. Set printer to begin printing so that no print was lost. | | |
| 12. Closed cover(s). | | |
| 13. Pressed start key. | | |

APPROVED: YES _____ NO _____

_____

Evaluator's Signature Date

## DUTY PROCESSING DATA USING COMPUTER EQUIPMENT

### PERFORMANCE OBJECTIVE 18

#### TASK

Load paper in printer

#### STANDARD OF PERFORMANCE OF TASK

Continuous paper must be loaded into a printer. When loaded, printer will be operable, paper will be aligned, and carriage control tape will be set.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Printer
Paper
Printer manual

#### ENABLING OBJECTIVES

1. Identification of components of printer
2. Ability to operate printer
3. Knowledge of paper location

#### RESOURCE

Sanders. **Computers Today**, pp. 170-205.

#### TEACHING ACTIVITIES

1. Demonstrate process of loading paper into printer.
2. Discuss the most common operating errors made in loading paper.
3. Assign pp. 170-205 in **Computers Today** for class discussion.

## PERFORMANCE OBJECTIVE 18

### CRITERION-REFERENCED MEASURE

#### Practical Application

Given class discussion and demonstration, the student will demonstrate the loading of paper in the printer.

#### Method of Evaluating Practical Application

The instructor will evaluate using the checklist provided. All items should be rated acceptable.

## CHECKLIST FOR PERFORMANCE OBJECTIVE 18 EVALUATION

## LOADING PAPER IN PRINTER

**Student's Name** **Date**

DIRECTIONS TO STUDENT — Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR — Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A score of 100 percent is required for competency.

| ITEMS TO BE EVALUATED | RATING | |
|---|---|---|
| | Acceptable | Unacceptable |
| 1. Ensured that adequate supply of paper was available for printing job. | | |
| 2. Raised covers necessary to expose printer controls. | | |
| 3. Moved printing mechanism. | | |
| 4. Raised paper tractors and removed any unused paper from printer. | | |
| 5. Moved paper tractors to proper position. | | |
| 6. Engaged paper on pin feed and closed paper tractors. | | |
| 7. Tightened tension with right-hand paper tractors. | | |
| 8. Aligned paper with print mechanism using adjustment controls. | | |
| 9. Set carriage control tape so that print was aligned on paper. | | |
| 10. Closed cover(s). | | |
| 11. Pressed start key. | | |

APPROVED: YES _____ NO _____

**Evaluator's Signature** **Date**

## DUTY PROCESSING DATA USING COMPUTER EQUIPMENT

### PERFORMANCE OBJECTIVE 19

#### TASK

Change ribbon in printer

#### STANDARD OF PERFORMANCE OF TASK

A printer ribbon must be changed according to instructions; upon completion the printer should produce clear, readable print.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Printer
Printer ribbon
Manual for printer

### ENABLING OBJECTIVES

1. Ability to read and interpret instructions
2. Printer operation

### RESOURCE

Sanders. **Computers Today**, pp. 170-205.

### TEACHING ACTIVITIES

1. Assign student to read pp. 170-205 in **Computers Today** for class discussion.
2. Discuss readings and various types of printer ribbons.
3. Discuss types of problems associated with printer ribbons.
4. Demonstrate the process of changing ribbon in printer.
5. Define and show clear, readable copy.

## PERFORMANCE OBJECTIVE 19

### CRITERION-REFERENCED MEASURE

#### Practical Application

Given class discussion and demonstration, the student will change the ribbon in a printer.

#### Method of Evaluating Practical Application

The instructor will evaluate by observation. All items should be acceptable.

### PERFORMANCE GUIDE

1. Secure ribbon and instructions for replacing ribbon.
2. Turn off printer.
3. Replace ribbon according to instructions.
4. Turn on machine and check quality of print.
5. Follow designated procedures if print quality is not acceptable.

## DUTY PROCESSING DATA USING COMPUTER EQUIPMENT

### PERFORMANCE OBJECTIVE 20

#### TASK

Load the operating system

#### STANDARD OF PERFORMANCE OF TASK

The operating system must be loaded into a computer system; a start message must be received on the console after the system is loaded into main memory.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Computer system
Operating system
Written loading procedures

### ENABLING OBJECTIVE

Knowledge of loading system instructions and procedures

### RESOURCE

Helms. **The McGraw-Hill Computer Handbook**, pp. 8-10 to 8-15.

### TEACHING ACTIVITIES

1. Describe and discuss the procedures and equipment used to load the operating system.
2. Describe procedures to be used if system does not load.

## PERFORMANCE OBJECTIVE 20

### CRITERION-REFERENCED MEASURE

#### Practical Application

Given class demonstration, the student will load the operating system into the computer.

#### Method of Evaluating Practical Application

The instructor will evaluate by observation. All items should be acceptable.

### PERFORMANCE GUIDE

1. Place the operating system in an input-output device and make it ready.
2. Instruct console unit to read operating system into main memory.
3. Respond to Start message.

# PERFORMING DATA PROCESSING FUNCTIONS USING PERIPHERAL EQUIPMENT (UNIT RECORD EQUIPMENT)

**DUTY PERFORMING DATA PROCESSING FUNCTIONS USING PERIPHERAL EQUIPMENT (Unit Record Equipment)**

**PERFORMANCE OBJECTIVE 21**

**TASK**

Input data using optical character recognition (OCR) device

**STANDARD OF PERFORMANCE OF TASK**

Data must be inputted automatically using an OCR device without error.

**SOURCE OF STANDARD**

State of Virginia Writing Team

**CONDITION FOR PERFORMANCE OF TASK**

Optical character recognition (OCR) device

**ENABLING OBJECTIVE**

Knowledge of OCR procedures

**RESOURCE**

Fruehling and Weaver. **Electronic Office Procedures**, pp. 169-70.

**TEACHING ACTIVITIES**

1. Assign pp. 169-70 in **Electronic Office Procedures** for reading and class discussion.
2. Have student research OCR equipment costs from local vendors and share results with class.
3. Have student research the different uses of OCR technology.

## PERFORMANCE OBJECTIVE 21

## CRITERION-REFERENCED MEASURE

### Practical Application

Given OCR equipment and pages to be screened, the student will input data.

### Method of Evaluating Practical Application

The instructor will evaluate by observation and by using OCR equipment operating guides. All items should be acceptable.

## PERFORMANCE GUIDE

1. Prepare operation program.
   a. Prepare job specification form.
   b. Prepare line format specification form.
   c. Process a sample document.
   d. Correct necessary specification form errors.
2. Enter data.
   a. Load documents in hopper.
   b. Press Power-On button.
   c. Mount output tape.
   d. Press Load, Rewind, and Start buttons.
   e. Set LOD and ROD to desired number.
   f. Press Process Start button.
   g. Load operation programs.
   h. After all documents have been processed, press End of File button.
   i. Rewind and unload output tape.
   j. Press Power-Off button.
   k. Remove documents from stacker.

**DUTY PERFORMING DATA PROCESSING FUNCTIONS USING PERIPHERAL EQUIPMENT (Unit Record Equipment)**

**PERFORMANCE OBJECTIVE 22**

**TASK**

Sort cards alphabetically and numerically using sorter

**STANDARD OF PERFORMANCE OF TASK**

Cards must be stored alphabetically or numerically using a sorter.

**SOURCE OF STANDARD**

State of Virginia Writing Team

**CONDITIONS FOR PERFORMANCE OF TASK**

Cards
Sorter

**ENABLING OBJECTIVE**

Knowledge of alphabetical and numerical sorting systems

**RESOURCE**

Helms. **The McGraw-Hill Computer Handbook**, pp. 19-32 to 19-35.

**TEACHING ACTIVITIES**

1. Describe the sorter and its uses in a computer center.
2. Discuss types of data that tend to be sorted alphabetically and/or numerically.

## PERFORMANCE OBJECTIVE 22

## CRITERION-REFERENCED MEASURE

### Practical Application

Given class discussion, the student will describe how cards are processed by sorters.

### Method of Evaluating Practical Application

The instructor will evaluate by observation. All items should be acceptable.

## PERFORMANCE GUIDE

1. Set sort selection indicator for designated sorting.
2. Place cards in the card feed, nine-edge face down.
3. Set reading brush in column to be sorted.
4. Press Start button.
5. Remove cards from pockets as they fill up.
6. Empty pockets from right to left, stacking cards progressively on top, face down.
7. Move column indicator to next column to be sorted.
8. Perform Steps 2 through 8 until entire field has been sorted.
9. After all cards have been sorted, press Stop button.

**DUTY PERFORMING DATA PROCESSING FUNCTIONS USING PERIPHERAL EQUIPMENT (Unit Record Equipment)**

**PERFORMANCE OBJECTIVE 23**

**TASK**

Align forms using jogger

**STANDARD OF PERFORMANCE OF TASK**

A set of forms must be aligned at a uniform right angle by using a jogger.

**SOURCE OF STANDARD**

State of Virginia Writing Team

**CONDITIONS FOR PERFORMANCE OF TASK**

Forms needing alignment
Jogger

**ENABLING OBJECTIVE**

Knowledge of jogger system

**RESOURCES**

1. Edwards. **Office Automation**, p. 103.
2. Manufacturer's operating manual.

**TEACHING ACTIVITIES**

1. Describe the uses of a forms jogger in a computer center.
2. Discuss and describe various problems associated with forms alignment and joggers.

## PERFORMANCE OBJECTIVE 23

### CRITERION-REFERENCED MEASURE

#### Practical Application

Given class discussion, the student will describe how to align forms using a jogger.

#### Method of Evaluating Practical Application

The instructor will evaluate by observation. All items should be acceptable.

### PERFORMANCE GUIDE

1. Place forms in jogger.
2. Turn jogger on.
3. Jog until all documents are at a uniform right angle.
4. Remove forms from jogger.
5. Turn jogger off.

**DUTY PERFORMING DATA PROCESSING FUNCTIONS USING PERIPHERAL EQUIPMENT (Unit Record Equipment)**

**PERFORMANCE OBJECTIVE 24**

**TASK**

Separate printouts using burster

**STANDARD OF PERFORMANCE OF TASK**

Printouts must be separated by using a burster and stacking neatly.

**SOURCE OF STANDARD**

State of Virginia Writing Team

**CONDITIONS FOR PERFORMANCE OF TASK**

Printouts needing separation
Burster

**ENABLING OBJECTIVE**

Knowledge of burster equipment

**RESOURCE**

Edwards. **Office Automation**, p. 9.

**TEACHING ACTIVITIES**

1. Describe the uses of a burster in a computer center.
2. Discuss the types of printouts that usually need separation.

## PERFORMANCE OBJECTIVE 24

## CRITERION-REFERENCED MEASURE

### Practical Application

Given class discussion, the student will describe how to separate printouts using a burster.

### Method of Evaluating Practical Application

The instructor will evaluate by observation. All items should be acceptable.

## PERFORMANCE GUIDE

1. Insert first form into burster.
2. Align forms.
3. Turn burster on.
   Note: Keep completed forms aligned.
4. Stack completed forms.
5. Turn burster off.

## DUTY PERFORMING DATA PROCESSING FUNCTIONS USING PERIPHERAL EQUIPMENT (Unit Record Equipment)

### PERFORMANCE OBJECTIVE 25

#### TASK

Remove carbons from forms using decollator

#### STANDARD OF PERFORMANCE OF TASK

A set of tabulated forms with carbons must be processed; all carbons must be removed without tearing or damaging forms.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Decollator
Forms needing carbons removed

#### ENABLING OBJECTIVES

1. Knowledge of decollator machine
2. Knowledge of output procedures

#### RESOURCE

Edwards. **Office Automation**, p. 61.

#### TEACHING ACTIVITIES

1. Describe the uses for a decollator in a computer center.
2. Discuss the types of forms that need carbons removed before use.

## PERFORMANCE OBJECTIVE 25

## CRITERION-REFERENCED MEASURE

### Practical Application

Given class discussion, the student will describe how to remove carbons from forms using a decollator.

### Method of Evaluating Practical Application

The instructor will evaluate by observation. All items should be acceptable.

## PERFORMANCE GUIDE

1. Place forms in decollator and align with guides.
2. Set trimming attachments.
3. Use bumper switch or hand crank to check alignment and trimming function.
4. Using the bumper switch, guide document through decollator, setting up printed copy and carbon.
5. Start machine.
6. Monitor operation of machine while forms are being separated.
7. When forms have completely cleared the machine, turn it off.
8. Remove carbon from spindles and discard.
9. Remove forms and route.

**DUTY PERFORMING DATA PROCESSING FUNCTIONS USING PERIPHERAL EQUIPMENT (Unit Record Equipment)**

**PERFORMANCE OBJECTIVE 26**

**TASK**

Sort checks using a magnetic ink (MICR) sorter reader

**STANDARD OF PERFORMANCE OF TASK**

A set of MICR checks must be sorted in designated sequential order using a MICR sorter reader.

**SOURCE OF STANDARD**

State of Virginia Writing Team

**CONDITIONS FOR PERFORMANCE OF TASK**

Applications requiring sorter reader
User's manual for machine

**ENABLING OBJECTIVE**

General knowledge of source-data automation

**RESOURCE**

Orilia. **Computers and Information**, pp. 96-97.

**TEACHING ACTIVITIES**

1. Explain reasons for using MICR.
2. Have student read pp. 96-97 in **Computers and Information** for class discussion.
3. Plan a field trip to a bank to see the use of a sorter reader.
4. Have student answer this question - How could source-data automation be more efficient than key-to-magnetic data entry?

## PERFORMANCE OBJECTIVE 26

## CRITERION-REFERENCED MEASURE

### Practical Application

Given MICR checks to be sorted numerically, the student will sort the checks.

### Method of Evaluating Practical Application

The instructor will evaluate by observation. All checks should be sorted in the designated sequential order.

## PERFORMANCE GUIDE

1. Turn the MICR sorter on and to off-line.
2. Set sort controls on the MICR sorter.
3. Load checks into hopper.
4. Start the sort mechanism.
5. Remove checks from pockets.

# PROCESSING INCOMING JOBS AND FINAL OUTPUT

## DUTY PROCESSING INCOMING JOBS AND FINAL OUTPUT

### PERFORMANCE OBJECTIVE 27

#### TASK

Keep log of processing jobs

#### STANDARD OF PERFORMANCE OF TASK

A log of jobs processing must be kept; log entries must include all designated information about job to be processed.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Jobs to be processed
List of input files if needed

#### ENABLING OBJECTIVES

1. General knowledge of logging procedures
2. Understanding of computer operating procedures

#### RESOURCE

Casady. **Word/Information Technology**, pp. 127-29.

#### TEACHING ACTIVITIES

1. Have student read pp. 127-29 in **Word/Information Technology** for class discussion.
2. Explain reasons for keeping a log such as the example in Supplement 1.
3. Have the class prepare a list of five reasons why a log of processing jobs should be kept.
4. Invite a computer operator to visit the class and talk about logs.

## PERFORMANCE OBJECTIVE 27

### CRITERION-REFERENCED MEASURE

#### Practical Application

Given class discussion, the student will keep a log of processing jobs. The student may use the attached log sheet. (Supplement 1)

#### Method of Evaluating Practical Application

The instructor will evaluate by observation and by using the work log sheet provided. The completed log sheet must contain all designated information about job to be processed.

### PERFORMANCE GUIDE

1. Record date job received in control area.
2. Record due date and job priority if needed.
3. Identify required input files.

**PERFORMANCE OBJECTIVE 27**

**Supplement 1**

**WORK LOG SHEET**

**Date:** _____

***USE THE NEXT SEQUENTIAL NUMBER** ***OPERATOR INITIALS WHEN JOB IS COMPLETED**

| Number | Time In | Programmer | Initial | Time Completed | Comments |
|---|---|---|---|---|---|

**STUDENT'S NAME**_____

**DATE**_____

**ACCEPTABLE**_____**UNACCEPTABLE**_____

## DUTY PROCESSING INCOMING JOBS AND FINAL OUTPUT

### PERFORMANCE OBJECTIVE 28

#### TASK

Submit incoming jobs for data entry processing

#### STANDARD OF PERFORMANCE OF TASK

Jobs must be submitted for data entry processing; the jobs must be logged, prepared for keying, and routed to designated area.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Jobs requiring data entry processing

### ENABLING OBJECTIVES

1. Knowledge of data entry processing
2. Knowledge of logging procedures

### RESOURCE

Shelly and Cashman. **Introduction to Computers and Data Processing**, pp. 5.1-5.35.

### TEACHING ACTIVITIES

1. Have student read pp. 5.1-5.35 in **Introduction to Computers and Data Processing** for class discussion.
2. Write a job description for data entry processor.
3. Discuss source documents and display examples of source documents.

## PERFORMANCE OBJECTIVE 28

### CRITERION-REFERENCED MEASURE

#### Practical Application

Given incoming jobs and source documents, the student will submit jobs for data entry processing.

#### Method of Evaluating Practical Application

The instructor will evaluate by observation. All items should be acceptable.

### PERFORMANCE GUIDE

1. Prepare job for keying.
2. Log input source document with assigned batch number.
3. Route batch to designated data entry area.

## DUTY PROCESSING INCOMING JOBS AND FINAL OUTPUT

### PERFORMANCE OBJECTIVE 29

#### TASK

Submit jobs for computer processing

#### STANDARD OF PERFORMANCE OF TASK

A job must be submitted for computer processing and be allocated a job number by the computer.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Jobs to be processed
Available storage media
Processing instructions
Installation standards

### ENABLING OBJECTIVES

1. General knowledge of storage media
2. General knowledge of computer processing

### RESOURCES

1. Orilia. **Computers and Information**, p. 82.
2. Capron and Williams. **Computers and Data Processing**, pp. 32-36.

### TEACHING ACTIVITIES

1. Assign student to read p. 82 in **Computers and Information** for class discussion.
2. Assign student to read pp. 32-36 in **Computers and Data Processing** for class discussion.
3. Have student visit an organization with a central computing facility and prepare a class report about the location in the organization of the facility and the organization within the facility itself.

## PERFORMANCE OBJECTIVE 29

## CRITERION-REFERENCED MEASURE

### Practical Application

Given job to be processed and storage and processing instructions, the student will submit the job for computer processing.

### Method of Evaluating Practical Application

Submitted job must be allocated a job number by the computer. The instructor will evaluate by observation. All items should be acceptable.

## PERFORMANCE GUIDE

1. Obtain input data.
2. Select appropriate processing procedure.
3. Select appropriate storage media.
4. Select required operating instructions.
5. Start job according to installation standards.

## DUTY PROCESSING INCOMING JOBS AND FINAL OUTPUT

### PERFORMANCE OBJECTIVE 30

#### TASK

Verify computer output against user request specifications

#### STANDARD OF PERFORMANCE OF TASK

Computer output must be verified against user specifications and contain no errors.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Computer output
User request specifications

### ENABLING OBJECTIVES

1. General knowledge of computer output
2. General knowledge of verification procedures

### RESOURCE

Luke and Stiegler. **Office Systems and Procedures**, pp. 463-64.

### TEACHING ACTIVITIES

1. Explain reasons for verifying output.
2. Have student read pp. 463-64 in **Office Systems and Procedures** for class discussion.
3. Have student make a list of ten rules to use when verifying computer output.
4. Discuss the lists done in No. 3 above.

## PERFORMANCE OBJECTIVE 30

## CRITERION-REFERENCED MEASURE

### Practical Application

Given computer output and user request specifications, the student will verify output against user specifications.

### Method of Evaluating Practical Application

The instructor will evaluate by observation. All items should be acceptable.

## PERFORMANCE GUIDE

1. Compare computer output with user specifications.
2. Check output against job instruction sheet, verifying that all data items appear.
3. Verify batch totals if necessary.

## DUTY PROCESSING INCOMING JOBS AND FINAL OUTPUT

### PERFORMANCE OBJECTIVE 31

#### TASK

Distribute microfilm/microfiche for filing

#### STANDARD OF PERFORMANCE OF TASK

Prepared microfilm/microfiche must be distributed for filing. All copies must be distributed and control copy must be filed without error.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Records on microfilm
Distribution list

#### ENABLING OBJECTIVES

1. General knowledge of office procedures
2. Awareness of care needed in handling microfilm/microfiche

#### RESOURCE

Fruehling and Weaver. **Electronic Office Procedures**, pp. 250-54.

#### TEACHING ACTIVITIES

1. Assign pp. 250-54 in **Electronic Office Procedures** for class discussion.
2. Arrange for a class field trip to a local library that uses microfilm system.
3. Invite a local vendor to the class to demonstrate and discuss microfilm/microfiche equipment and procedures.
4. Assign student to research the common users of microfilm outside of business settings.

## PERFORMANCE OBJECTIVE 31

## CRITERION-REFERENCED MEASURE

### Practical Application

Given classroom discussion, the student will describe how microfilm should be distributed for filing in a given office situation.

### Method of Evaluating Practical Application

The instructor will evaluate by observation. The student's description should be acceptable.

## PERFORMANCE GUIDE

1. Log in microfilm/microfiche copies.
2. Separate microfilm/microfiche copies.
3. Distribute copies to appropriate users.
4. File control copy.

## DUTY PROCESSING INCOMING JOBS AND FINAL OUTPUT

### PERFORMANCE OBJECTIVE 32

#### TASK

Bind and distribute output

#### STANDARD OF PERFORMANCE OF TASK

Computer printouts must be bound according to user instructions and must be distributed to designated users without errors.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Computer printouts
Binding supplies
Distribution list
Procedures manual

### ENABLING OBJECTIVE

Knowledge of computer printout binding and distribution lists

### RESOURCE

Fruehling and Weaver. **Electronic Office Procedures**, p. 283.

### TEACHING ACTIVITIES

1. Have student read p. 283 in **Electronic Office Procedures** for class discussion.
2. Display binding supplies.
3. Have student read pages in procedures manual referring to binding procedures.
4. Demonstrate to student how to bind computer printouts.
5. Let student have hands-on experience binding.
6. Explain the purpose of a distribution list.

## PERFORMANCE OBJECTIVE 32

## CRITERION-REFERENCED MEASURE

### Practical Application

Given computer printouts, binding supplies, and distribution list, the student will bind and distribute output.

### Method of Evaluating Practical Application

The instructor will evaluate by observation. All items must be acceptable.

## PERFORMANCE GUIDE

1. Review user instructions for binding output.
2. Assemble binding supplies.
3. Bind output in accordance with instructions.
4. Distribute output according to distribution list.
5. Check each user off the distribution list.

## DUTY PROCESSING INCOMING JOBS AND FINAL OUTPUT

### PERFORMANCE OBJECTIVE 33

#### TASK

Complete report distribution form

#### STANDARD OF PERFORMANCE OF TASK

A report distribution form must be completed without error; all reports produced and to whom they were distributed must be included.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Reports to be distributed
Distribution list

### ENABLING OBJECTIVES

1. General knowledge of distribution procedures
2. General knowledge of distribution form

### RESOURCE

Stewart et al. **Office Procedures**, p. 101.

### TEACHING ACTIVITIES

1. Explain reasons for completing a report distribution form.
2. Have student read p. 101 in **Office Procedures** for class discussion.
3. Prepare a distribution form in class using a transparency and an overhead projector.

## PERFORMANCE OBJECTIVE 33

## CRITERION-REFERENCED MEASURE

### Practical Application

Given reports to be distributed and a report distribution form, the student will complete a report distribution form.

### Method of Evaluating Practical Application

The instructor will evaluate by observation. All items must be acceptable.

## PERFORMANCE GUIDE

1. Obtain report distribution form.
2. Date form.
3. List reports that have been produced.
4. As reports are distributed, have recipients sign for them.
5. Ensure that recipient receives correct report and acknowledges receipt by signature.
6. Sign form as evidence of distribution.
7. File form.

## DUTY PROCESSING INCOMING JOBS AND FINAL OUTPUT

### PERFORMANCE OBJECTIVE 34

#### TASK

File printouts, processed forms, punched cards, or job instruction sheets

#### STANDARD OF PERFORMANCE OF TASK

Printouts, processed forms, or job instruction sheets must be filed without error according to procedures manual.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Items to be filed
Procedures manual

### ENABLING OBJECTIVE

General knowledge of filing procedures

### RESOURCE

Oliverio and Pasewark. **The Office**, pp. 500-58.

### TEACHING ACTIVITIES

1. Have student read pp. 500-58 in **The Office** for class discussion.
2. Have student list the six steps involved in preparing records for storage.
3. Have student answer this question: Why is it necessary to cross-reference some records?
4. Have student give two reasons for sorting records before filing them.

## PERFORMANCE OBJECTIVE 34

## CRITERION-REFERENCED MEASURE

### Practical Application

Given printouts, processed forms, punched cards, or job instruction sheets to be filed, the student will file designated items.

### Method of Evaluating Practical Application

The instructor will evaluate by observation. All items must be acceptable.

## PERFORMANCE GUIDE

1. Assemble printouts, processed forms, punched cards, or job instruction sheets.
2. Inspect items.
3. Index and code items.
4. Cross-reference where appropriate.
5. Sort items.
6. File items.

# MAINTAINING TAPE AND DISK PACK LIBRARY

## DUTY MAINTAINING TAPE AND DISK PACK LIBRARY

### PERFORMANCE OBJECTIVE 35

#### TASK

Process tape requests

#### STANDARD OF PERFORMANCE OF TASK

Tape requests must be processed; tapes must be assembled in run order and delivered to designated user without error.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Tape requests
Tape file
Rings
Job sheet

### ENABLING OBJECTIVE

Knowledge of tape requests

### RESOURCE

Orilia. **Computers and Information**, pp. 380-81.

### TEACHING ACTIVITIES

1. Have student read pp. 380-81 in **Computers and Information** for class discussion.
2. Show examples of tape requests.
3. Using three tape requests, go through the procedure with class step by step.
4. Give student three tape requests to process.

**PERFORMANCE OBJECTIVE 35**

**CRITERION-REFERENCED MEASURE**

**Practical Application**

The student will process tape requests.

**Method of Evaluating Practical Application**

The instructor will evaluate by observation and by using the checklist provided. All items should be rated acceptable.

## CHECKLIST FOR PERFORMANCE OBJECTIVE 35 EVALUATION

## PROCESSING TAPE REQUESTS

**Student's Name** **Date**

DIRECTIONS TO STUDENT — Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR — Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A score of 100 percent is required for competency.

| ITEMS TO BE EVALUATED | RATING | |
|---|---|---|
| | Acceptable | Unacceptable |
| 1. Referred to tape file. | | |
| 2. Assembled tapes in run order. | | |
| 3. Inserted rings in tapes to be updated. | | |
| 4. Prepared job sheet. | | |
| 5. Removed rings if required. | | |
| 6. Delivered tapes to appropriate individuals. | | |

APPROVED: YES _____ NO _____

**Evaluator's Signature** **Date**

**DUTY MAINTAINING TAPE AND DISK PACK LIBRARY**

**PERFORMANCE OBJECTIVE 36**

**TASK**

Provide tapes for periodic processing jobs

**STANDARD OF PERFORMANCE OF TASK**

Periodic processing jobs must be scheduled according to user requests without error.

**SOURCE OF STANDARD**

State of Virginia Writing Team

**CONDITION FOR PERFORMANCE OF TASK**

Written job processing procedures

**ENABLING OBJECTIVES**

1. Oral and written communications
2. Knowledge of periodic processing

**RESOURCE**

Company procedures manual.

**TEACHING ACTIVITIES**

1. Discuss with student the proper procedure for providing tapes for periodic processing jobs.
2. Have student list the steps for periodic processing in correct order after the discussion.
3. Using overhead projector and transparency, show student how to prepare a job information sheet.

## PERFORMANCE OBJECTIVE 36

## CRITERION-REFERENCED MEASURE

### Practical Application

Given scheduling requirements, the student will provide tapes for periodic processing jobs.

### Method of Evaluating Practical Application

The instructor will evaluate by observation. All items should be acceptable.

## PERFORMANCE GUIDE

1. Determine volume/serial numbers of tapes required for periodic processing jobs.
2. Assemble tapes in run order.
3. Insert rings in tapes that are to be updated.
4. Prepare job information sheet for computer operator.
5. Place tapes and job sheets in pickup area or deliver to appropriate individuals.

## DUTY MAINTAINING TAPE AND DISK PACK LIBRARY

### PERFORMANCE OBJECTIVE 37

#### TASK

Initialize tapes

#### STANDARD OF PERFORMANCE OF TASK

Tapes must be initialized; tapes must be labeled with volume/serial numbers, processed by computer utility programs, and filed according to volume/serial numbers.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Tapes to be initialized
Starting volume/serial number
Computer utility program

### ENABLING OBJECTIVES

1. General knowledge of magnetic tape
2. General knowledge of labeling procedures

### RESOURCE

Shelly and Cashman. **Introduction to Computers and Data Processing,** pp. 378-82.

### TEACHING ACTIVITIES

1. Have student read pp. 378-82 in **Introduction to Computers and Data Processing** for class discussion.
2. Explain reasons for initializing tape.
3. Have student contact three area businesses to find out if they use magnetic tape as their main storage medium.
4. Demonstrate this procedure.
5. Explain reasons for labeling tape.

## PERFORMANCE OBJECTIVE 37

## CRITERION-REFERENCED MEASURE

### Practical Application

Given magnetic tapes, the student will initialize tapes for service.

### Method of Evaluating Practical Application

The instructor will evaluate by observation. All items should be acceptable.

## PERFORMANCE GUIDE

1. Secure tapes.
2. Prepare external identification for each tape denoting volume/serial numbers.
3. Place external identification on tapes.
4. Key into JCL of utility program the number of tapes to be initialized and the starting volume/serial number.
5. Process utility program on computer.
6. File tapes according to volume/serial numbers.

**DUTY MAINTAINING TAPE AND DISK PACK LIBRARY**

**PERFORMANCE OBJECTIVE 38**

**TASK**

Clean tapes

**STANDARD OF PERFORMANCE OF TASK**

Magnetic tapes must be cleaned by a magnetic tape cleaner and made available for reuse.

**SOURCE OF STANDARD**

State of Virginia Writing Team

**CONDITIONS FOR PERFORMANCE OF TASK**

Magnetic tape
Magnetic tape cleaner

**ENABLING OBJECTIVE**

Ability to operate tape cleaner

**RESOURCE**

Tape cleaner manual.

**TEACHING ACTIVITIES**

1. Establish a schedule for cleaning tapes.
2. Establish and explain safety precautions that student must follow when cleaning tapes.
3. Demonstrate the cleaning of a tape.
4. Have student check to make sure cleaned tape will store data, error free.
5. Have student store tape cleaner in assigned location.

## PERFORMANCE OBJECTIVE 38

## CRITERION-REFERENCED MEASURE

### Practical Application

Given tapes and magnetic tape cleaner, the student will clean the magnetic tape according to the established schedule and the guidelines in the manual and then demonstrate that the tape is clean.

### Method of Evaluating Practical Application

The instructor will evaluate by observation. All items should be rated acceptable.

## PERFORMANCE GUIDE

1. Wipe blades and guides of tape cleaner.
2. Start tape cleaner and disengage load switch.
3. Mount tape to be cleaned on tape cleaner.
4. Thread the tape, oxide side down, across blades and dust-collecting tissue.
5. Engage Operate switch to clean tape.
6. Remove tape from cleaner.
7. Turn off tape cleaner.

## CHECKLIST FOR PERFORMANCE OBJECTIVE 38 EVALUATION

## CLEANING TAPES

**Student's Name** **Date**

DIRECTIONS TO STUDENT — Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR — Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A score of 100 percent is required for competency.

| ITEMS TO BE EVALUATED | RATING | |
|---|---|---|
| | Acceptable | Unacceptable |
| 1. Cleaned tape according to schedule. | | |
| 2. Demonstrated that the tape was clean. | | |
| 3. Followed all safety precautions. | | |
| 4. Returned tape cleaner to assigned place. | | |

APPROVED: YES _____ NO _____

**Evaluator's Signature** **Date**

## DUTY MAINTAINING TAPE AND DISK PACK LIBRARY

### PERFORMANCE OBJECTIVE 39

#### TASK

Scratch tapes

#### STANDARD OF PERFORMANCE OF TASK

Tapes must be scratched; all tapes with expired retention dates must have external information removed and must be placed in scratch pool or on availability list.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Tape file
Tape retention schedule

### ENABLING OBJECTIVE

Knowledge of office filing and retention procedures

### RESOURCE

Oliverio and Pasewark. **The Office**, p. 568.

### TEACHING ACTIVITIES

1. Have student read p. 568 in **The Office** for class discussion.
2. Explain the use of the tape file in relation to scratching tapes.
3. Explain the reason for scratching tapes.
4. Give the class a tape file and have them discuss which tapes should be scratched and why.
5. Explain step by step procedures for scratching tapes.

## PERFORMANCE OBJECTIVE 39

### CRITERION-REFERENCED MEASURE

#### Practical Application

Given tape file, the student will scratch tapes. All tapes with expired retention dates must have external information removed and must be placed in scratch pool or on availability list.

#### Method of Evaluating Practical Application

The instructor will evaluate by observation and by using the checklist provided. All items should be rated acceptable.

## CHECKLIST FOR PERFORMANCE OBJECTIVE 39 EVALUATION

## SCRATCHING TAPES

Student's Name _____ Date _____

DIRECTIONS TO STUDENT: Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR: Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A score of 100 percent is required for competency.

| ITEMS TO BE EVALUATED | RATING | |
|---|---|---|
| | Acceptable | Unacceptable |
| 1. Recorded numbers of tapes that had expired. | | |
| 2. Removed tapes from files. | | |
| 3. Removed external information from tapes. | | |
| 4. Placed tapes on availability list or in scratch pool. | | |

APPROVED: YES ____ NO ____

Evaluator's Signature _____ Date _____

**DUTY MAINTAINING TAPE AND DISK PACK LIBRARY**

**PERFORMANCE OBJECTIVE 40**

**TASK**

Cut tape and position new load point markers

**STANDARD OF PERFORMANCE OF TASK**

Computer tape must be trimmed and marked for new loading points onto tape drive.

**SOURCE OF STANDARD**

State of Virginia Writing Team

**CONDITION FOR PERFORMANCE OF TASK**

Computer tape to be trimmed

**ENABLING OBJECTIVES**

1. Knowledge of tape storage area
2. Knowledge of load point marker

**RESOURCE**

Orilia. **Computers and Information**, p. 381.

**TEACHING ACTIVITIES**

1. Explain reasons for cutting tape and positioning a new load point marker.
2. Demonstrate how to cut tape using a tape cutter.
3. Have student read p. 381 in **Computers and Information** for class discussion.
4. Demonstrate how to apply new load point marker.

## PERFORMANCE OBJECTIVE 40

## CRITERION-REFERENCED MEASURE

### Practical Application

Given tape cutter and computer tape to be trimmed, the student will cut tape and position new load point marker.

### Method of Evaluating Practical Application

The instructor will evaluate by observation. The trimmed tape must load into the tape drive.

## PERFORMANCE GUIDE

1. Secure scratch tape.
2. Trim end of tape to remove used leader and load point marker.
3. Apply new load point marker about 15 feet (4.6m) from leading end.
4. Rewind leader.

## DUTY MAINTAINING TAPE AND DISK PACK LIBRARY

### PERFORMANCE OBJECTIVE 41

#### TASK

Initialize disk pack

#### STANDARD OF PERFORMANCE OF TASK

A new disk pack must be initialized for use. An external label must be affixed and the volume number keyed into the JCL utility program.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Computer system with disk drives
Disk pack needing initializing
Computer operator manual

#### ENABLING OBJECTIVES

1. Knowledge of disk initializing process
2. Awareness of care needed in handling disk packs

#### RESOURCE

Daggett, Badrkhan and Kruse. **Computer and Information Technology**, pp. 117-18, 160.

#### TEACHING ACTIVITIES

1. Assign pp. 117-18 and 160 in **Computer and Information Technology** for class discussion.
2. Arrange for class field trip to a computer center where procedures relating to disk pack can be seen.
3. Have student research costs of disk pack processing and share cost data with class.

## PERFORMANCE OBJECTIVE 41

## CRITERION-REFERENCED MEASURE

### Practical Application

Given class discussion and equipment, the student will describe how to initialize disk packs.

### Method of Evaluating Practical Application

The instructor will evaluate by observation. All items should be acceptable.

## PERFORMANCE GUIDE

1. Secure new disk pack.
2. Prepare external label denoting volume information for initialized disk pack.
3. Place label on disk pack.
4. Key volume information for initialized disk pack into JCL utility program.
5. Process utility program on computer.
6. Display unusable address or sections if not automatically displayed by system.
7. File disk pack according to volume information.

## DUTY MAINTAINING TAPE AND DISK PACK LIBRARY

### PERFORMANCE OBJECTIVE 42

#### TASK

Prepare external tape and disk pack labels

#### STANDARD OF PERFORMANCE OF TASK

Labels for job requests must be prepared for disk packs or scratch tapes. Labels must have job number, title of data, and life of tape; they should be affixed to face of tape or disk pack cover.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Job requests requiring unused tracks, disk packs, or scratch tapes

### ENABLING OBJECTIVE

Knowledge of tapes and disk packs

### RESOURCES

1. Capron and Williams. **Computers and Data Processing**, p. 140.
2. Shelly and Cashman. **Introduction to Computers and Data Processing**, p. 7.3.

### TEACHING ACTIVITIES

1. Have student read p. 7.3 in **Introduction to Computers and Data Processing** for class discussion.
2. Have student read p. 140 in **Computers and Data Processing** for class discussion.
3. Discuss the general problems associated with preparing tape and disk labels.

## PERFORMANCE OBJECTIVE 42

## CRITERION-REFERENCED MEASURE

### Practical Application

Given job requests that require unused tracks, disk packs, or scratch tapes, the student will prepare external labels for tapes and disk packs. Labels must contain creating job number, titles of data, and life of tape, and must be affixed to face of tape or disk pack cover.

### Method of Evaluating Practical Application

The instructor will evaluate by observation. All items should be acceptable.

## PERFORMANCE GUIDE

1. Check tape or disk pack file for job information.
2. Determine number of unused tracks on disk packs or scratch tapes needed.
3. Prepare external labels with volume information for tape and disk packs.
4. Place labels on tapes or disk packs.

## DUTY MAINTAINING TAPE AND DISK PACK LIBRARY

### PERFORMANCE OBJECTIVE 43

#### TASK

File assignment cards

#### STANDARD OF PERFORMANCE OF TASK

Assignment cards must be filed in a sequence specified by the instructor.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Assignment cards to be filed
Procedures manual

### ENABLING OBJECTIVE

General knowledge of filing rules

### RESOURCES

1. Oliverio and Pasewark. **The Office**, p. 556.
2. Fruehling and Weaver. **Electronic Office Procedures**, pp. 232-33.

### TEACHING ACTIVITIES

1. Have student read p. 556 in **The Office** for class discussion .
2. Have student read pp. 232-33 in **Electronic Office Procedures** for class discussion.
3. Discuss with student the following six steps involved in filing papers: inspect, index, code, cross-reference, sort, and file.
4. Have student read pages in procedures manual which refer to filing.
5. Give student ten assignment cards to be filed and checked in class.

## PERFORMANCE OBJECTIVE 43

## CRITERION-REFERENCED MEASURE

### Practical Application

Given assignment cards, the student will file the cards in the specified sequence.

### Method of Evaluating Practical Application

The instructor will evaluate by observation. All items should be acceptable.

## PERFORMANCE GUIDE

1. Assemble assignment cards.
2. Inspect assignment cards.
3. Index and code assignment cards alphabetically or numerically.
4. Cross-reference where appropriate.
5. Sort assignment cards.
6. File assignment cards.

## DUTY MAINTAINING TAPE AND DISK PACK LIBRARY

### PERFORMANCE OBJECTIVE 44

#### TASK

File tape request forms

#### STANDARD OF PERFORMANCE OF TASK

Tape request forms must be filed in specified alphabetic or numeric sequence without error.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Written requests for tapes
Procedures manual

#### ENABLING OBJECTIVES

1. Knowledge of office filing systems
2. Oral and written communications

#### RESOURCE

Fruehling and Weaver. **Electronic Office Procedures**, pp. 232-33.

#### TEACHING ACTIVITIES

1. Have student read pp. 232-33 in **Electronic Office Procedures** for class discussion.
2. Discuss with student the six steps for filing listed in the performance guide.
3. Have student read pages in the procedures manual that apply to filing.
4. Give student ten tape requests to file and check in class.

## PERFORMANCE OBJECTIVE 44

## CRITERION-REFERENCED MEASURE

### Practical Application

Given completed tape request forms, the student will file forms in specified alphabetic or numeric sequence without error.

### Method of Evaluating Practical Application

The instructor will evaluate by observation. All items should be acceptable.

## PERFORMANCE GUIDE

1. Assemble tape request forms.
2. Inspect tape request forms.
3. Index and code tape request forms alphabetically or numerically.
4. Cross reference where appropriate.
5. Sort tape request forms.
6. File tape request forms.

## DUTY MAINTAINING TAPE AND DISK PACK LIBRARY

### PERFORMANCE OBJECTIVE 45

#### TASK

Prepare tapes for mailing

#### STANDARD OF PERFORMANCE OF TASK

Magnetic computer tapes must be prepared for mailing. Tapes must be in designated tape canister and addressed without error.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Magnetic computer tapes
External tape label
Packing materials
Procedures manual

#### ENABLING OBJECTIVE

Knowledge of mailing procedures

#### RESOURCES

1. Copy of latest US Post Office mailing regulations.
2. Office procedures manual.

#### TEACHING ACTIVITIES

1. Have student read pages in procedures manual dealing with packaging and mailing magnetic tape.
2. Display materials needed for job - tape label, tape write ring, packing sponge, tape canister, mailing bag, address label.
3. Demonstrate to student the proper procedure for preparing tape for mailing.
4. Let students work in groups of two and prepare tapes for mailing.

## PERFORMANCE OBJECTIVE 45

## CRITERION-REFERENCED MEASURE

### Practical Application

Given magnetic computer tapes and necessary supplies, the student will prepare tapes for mailing.

### Method of Evaluating Practical Application

The instructor will evaluate by observation. All items should be acceptable.

## PERFORMANCE GUIDE

1. Prepare external tape label containing user information.
2. Insert tape write ring into back of tape.
3. Place packing sponge on end of tape.
4. Place tape in plastic tape canister.
5. Insert canister in mailing bag.
6. Prepare address label, identifying contents of mailing bag.
7. Prepare record of destination, date of mailing, date of creation, and job number of tape.
8. Place in designated location for mailing.

# PERFORMING MISCELLANEOUS COMPUTER OPERATION ACTIVITIES

## DUTY PERFORMING MISCELLANEOUS COMPUTER OPERATION ACTIVITIES

### PERFORMANCE OBJECTIVE 46

#### TASK

Receive telephone calls

#### STANDARD OF PERFORMANCE OF TASK

Incoming telephone calls must be answered appropriately; calls not routed to requested person should be handled with a message taken.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Telephone
Incoming telephone call
Pad
Pen
Knowledge of correct telephone techniques

### ENABLING OBJECTIVES

1. Ability to use office telephone
2. Knowledge of business telephone etiquette

### RESOURCES

1. General telephone etiquette guide "Courtesy is Contagious."
2. Luke and Stiegler. **Office Systems and Procedures**, pp. 130-31.
3. Oliverio and Pasewark. **Secretarial Office Procedures**, 10th edition, pp. 299-305.

### TEACHING ACTIVITIES

1. Explain the importance of answering the telephone promptly.
2. Explain the importance of determining the caller's name and organization.
3. Demonstrate how to correctly identify the organization and self.
4. Instruct the student to establish the purpose of the call.
5. Explain the importance of volunteering helpful information and making inquiries as appropriate.
6. Discuss the correct way to transfer a call.
7. Discuss correct procedures for taking messages.

## PERFORMANCE OBJECTIVE 46

## CRITERION-REFERENCED MEASURE

### Practical Application

The student will role play a situation to demonstrate correct telephone technique when answering an incoming telephone call.

### Method of Evaluating Practical Application

The instructor will evaluate by observation and by using the checklist provided. All items should be rated acceptable.

## CHECKLIST FOR PERFORMANCE OBJECTIVE 46 EVALUATION

## RECEIVING TELEPHONE CALLS

Student's Name _____ Date _____

DIRECTIONS TO STUDENT — Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR — Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A score of 100 percent is required for competency.

| ITEMS TO BE EVALUATED | RATING | |
|---|---|---|
| | Acceptable | Unacceptable |
| 1. Answered telephone promptly. | | |
| 2. Determined caller's name and organization. | | |
| 3. Identified organization. | | |
| 4. Established purpose of the call. | | |
| 5. Gave helpful information. | | |
| 6. Made inquiries as appropriate. | | |
| 7. Transferred the call correctly. | | |
| 8. Verified the message. | | |
| 9. Completed the call. | | |

APPROVED: YES _____ NO _____

Evaluator's Signature _____ Date _____

## DUTY PERFORMING MISCELLANEOUS COMPUTER OPERATION ACTIVITIES

### PERFORMANCE OBJECTIVE 47

#### TASK

Place telephone call

#### STANDARD OF PERFORMANCE OF TASK

A telephone call must be placed (and recorded if long distance) in the proper office procedure.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Telephone and directory
Situation requiring call to be placed

### ENABLING OBJECTIVES

1. Ability to use business telephone
2. Knowledge of correct telephone techniques

### RESOURCES

1. Luke and Stiegler. **Office Systems and Procedures**, p. 137.
2. Oliverio and Pasewark. **Secretarial Office Procedures**, 10th edition, pp. 308-10.

### TEACHING ACTIVITIES

1. Discuss the importance of having all the information needed to place the call written down in order to convey a complete message.
2. Instruct the student to check telephone directory or personal number list before dialing the number. Stress the importance of correct dialing.
3. Demonstrate how to identify yourself and your company, how to request the desired party, and how to state the purpose of the call.
4. Explain the importance of restating the message to ensure accuracy if the person you are calling is not available.
5. Discuss how to complete the call.
6. Demonstrate how to record long-distance calls.

## PERFORMANCE OBJECTIVE 47

## CRITERION-REFERENCED MEASURE

### Practical Application

The student will role play a situation to demonstrate correct telephone technique when placing a telephone call.

### Method of Evaluating Practical Application

The instructor will evaluate by observation and by using the checklist provided. All items should be rated acceptable.

## CHECKLIST FOR PERFORMANCE OBJECTIVE 47 EVALUATION

## PLACING TELEPHONE CALL

**Student's Name** **Date**

DIRECTIONS TO STUDENT — Set up the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR — Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A score of 100 percent is required for competency.

| ITEMS TO BE EVALUATED | RATING | |
|---|---|---|
| | Acceptable | Unacceptable |
| 1. Anticipated points to be covered and was prepared with necessary references. | | |
| 2. Dialed correct number. | | |
| 3. Identified self promptly. | | |
| 4. Requested to speak to designated party. | | |
| 5. Left message when required. | | |
| 6. Explained purpose of call clearly and concisely. | | |
| 7. Verified information to assure mutual understanding. | | |
| 8. Directed the conversation to a close in a prompt, yet tactful manner. | | |
| 9. Used pleasing telephone etiquette.<br>a. Spoke directly into the mouthpiece in a distinct voice.<br>b. Used correct grammar.<br>c. Was courteous.<br>d. Created a pleasing impression. | | |
| 10. Made a record of a long-distance call. | | |

APPROVED: YES _____ NO _____

**Evaluator's Signature** **Date**

## DUTY PERFORMING MISCELLANEOUS COMPUTER OPERATION ACTIVITIES

### PERFORMANCE OBJECTIVE 48

#### TASK

Process incoming mail

#### STANDARD OF PERFORMANCE OF TASK

Incoming office mail must be opened, stamped with date, and distributed immediately to person concerned. Routed mail should include envelope and enclosures, if any.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Incoming mail
Letter opener
Date stamp and ink pad
Paper clips
Stapler
Roster of company personnel names and positions

### ENABLING OBJECTIVE

Knowledge of company personnel names and positions

### RESOURCE

Oliverio and Pasewark. **Secretarial Office Procedures**, 10th edition, pp. 226-35.

### TEACHING ACTIVITIES

1. Discuss that the procedures for handling mail depend on the size of the business.
2. Explain the procedure for opening the mail, including mail that is marked personal/confidential.
3. Explain the procedure for checking the contents.
4. Demonstrate how enclosures should be attached and how the envelope should be attached to the contents.
5. Explain various ways to date and time stamp the mail and the importance of doing so.

## PERFORMANCE OBJECTIVE 48

## CRITERION-REFERENCED MEASURE

### Practical Application

Given the necessary information for receiving incoming mail, the student will determine the time/date, order of priority, and how the mail is to be sorted and arranged.

### Method of Evaluating Practical Application

The instructor will evaluate by obervation and by using the checklist provided. All items should be rated acceptable.

## CHECKLIST FOR PERFORMANCE OBJECTIVE 48 EVALUATION

## PROCESSING INCOMING MAIL

**Student's Name** **Date**

DIRECTIONS TO STUDENT — Set up the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR — Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A score of 100 percent is required for competency.

| ITEMS TO BE EVALUATED | RATING | |
|---|---|---|
| | Acceptable | Unacceptable |
| 1. Opened mail correctly. | | |
| 2. Checked contents for damage. | | |
| 3. Attached enclosures and envelopes. | | |
| 4. Dated/time-stamped mail. | | |
| 5. Sorted and arranged mail. | | |
| 6. Distributed mail to designated locations. | | |

APPROVED: YES _____ NO _____

**Evaluator's Signature** **Date**

## DUTY PERFORMING MISCELLANEOUS COMPUTER OPERATION ACTIVITIES

### PERFORMANCE OBJECTIVE 49

#### TASK

Process outgoing mail

#### STANDARD OF PERFORMANCE OF TASK

Outgoing office mail must be processed according to current postal regulations. The correct contents must be placed in each envelope, and the appropriate amount of postage must be affixed or marked on each item.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Current U. S. Postal Manual
Outgoing mail
Mail processing equipment
Knowledge of classes of mail

### ENABLING OBJECTIVE

Identification of basic mail handling procedures

### RESOURCE

Luke and Stiegler. **Office Systems and Procedures**, pp. 497-99.

### TEACHING ACTIVITIES

1. Discuss procedures for collecting and organizing correspondence that is to be mailed.
2. Discuss the importance of matching correspondence and documents with envelopes.
3. Stress the importance of including the proper enclosures in the envelope.
4. Demonstrate how to fold a letter when using a long envelope and how to correctly insert the letter.
5. Demonstrate how to fold a letter when using a short envelope and how to correctly insert the letter.
6. Demonstrate how to fold a letter when using a window envelope and how to correctly insert the letter.
7. Demonstrate how to determine the correct postage amount and how to affix the postage.
8. Discuss the designated location for outgoing mail.
9. Discuss the outgoing mail schedule.

## PERFORMANCE OBJECTIVE 49

## CRITERION-REFERENCED MEASURE

### Practical Application

Given three pieces of correspondence and three envelopes, the student will fold the correspondence, insert the correspondence in the proper envelope, determine and affix the correct postage for each envelope, and indicate the mailing location and time schedule for mailing each piece of correspondence.

### Method of Evaluating Practical Application

The instructor will evaluate by observation and by using the checklist provided. All items should be rated acceptable.

## CHECKLIST FOR PERFORMANCE OBJECTIVE 49 EVALUATION

## PROCESSING OUTGOING MAIL

**Student's Name** **Date**

DIRECTIONS TO STUDENT — Set up the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR — Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A score of 100 percent is required for competency.

| ITEMS TO BE EVALUATED | RATING | |
|---|---|---|
| | Acceptable | Unacceptable |
| 1. Assembled all correspondence to be mailed. | | |
| 2. Verified correspondence with correct envelopes. | | |
| 3. Checked envelopes for enclosures. | | |
| 4. Correctly folded and inserted mail in envelopes. | | |
| 5. Determined and affixed correct postage. | | |
| 6. Indicated designated mailing location. | | |
| 7. Used the outgoing mail schedule to determine time for mailing. | | |

APPROVED: YES _____ NO _____

**Evaluator's Signature** **Date**

## DUTY PERFORMING MISCELLANEOUS COMPUTER OPERATION ACTIVITIES

### PERFORMANCE OBJECTIVE 50

#### TASK

Conduct tours of the computer center

#### STANDARD OF PERFORMANCE OF TASK

Tours must be conducted for specific requests of groups; tours should adhere to computer center guidelines and security measures.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Tour request form
Procedures of the computer center operations
Organization's guidelines concerning tours

### ENABLING OBJECTIVES

1. Knowledge of computer center operations
2. Awareness of group's main interests

### RESOURCE

Casady. **Word/Information Processing Concepts**, Chapter 1.

### TEACHING ACTIVITIES

1. Explain the purpose of tours and various guidelines needed by organizations concerning tours.
2. Discuss knowledge needed concerning the equipment and personnel of a company. Apply this to your school's business education department. Have student prepare written information about the equipment and personnel in the department.
3. Role play a tour of the business education department/data processing section. Divide the class into two groups. One group will request a tour of the department. The other group will conduct the tour.
4. Invite a class of prospective business students to tour your department, e.g., a class of Introduction to Computers or Keyboarding students. Assign student as tour leader/guide.
5. Student should plan every detail of the tour: inviting the group, introducing the personnel, explaining the courses and equipment, answering questions, and concluding tour on time.

## PERFORMANCE OBJECTIVE 50

## CRITERION-REFERENCED MEASURE

### Practical Application

Given class discussion, the student will conduct a tour of the computer center. All computer center guidelines and security measures should be followed.

### Method of Evaluating Practical Application

The instructor will evaluate by observation. All aspects of the tour should be acceptable.

## PERFORMANCE GUIDE

1. Determine interests of tour group.
2. Prepare itinerary to incorporate interests.
3. Confirm tour plans with the tour group leader.
4. Inform appropriate computer center staff members about the tour.
5. Following local security procedures, guide the group through the computer center.
6. Answer data processing related questions clearly and concisely.
7. Conclude the tour as scheduled.

## DUTY PERFORMING MISCELLANEOUS COMPUTER OPERATION ACTIVITIES

### PERFORMANCE OBJECTIVE 51

#### TASK

Perform life and data protection procedures during emergency conditions (fire, flood)

#### STANDARD OF PERFORMANCE OF TASK

Life and data protection procedures for an emergency must be demonstrated. Vendor and data center procedure must be followed.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITION FOR PERFORMANCE OF TASK

Written procedure rules governing fire and flooding

### ENABLING OBJECTIVES

1. Knowledge of office procedures
2. Knowledge of safety practices

### RESOURCE

Ralston. **Encylopedia of Computer Science and Engineering**, 1360-62.

### TEACHING ACTIVITIES

1. Describe the effects that fires have on computer equipment.
2. Discuss the effects that flooding has on computer equipment.
3. Describe the evacuation procedures for personnel in case of fire or flood.

## PERFORMANCE OBJECTIVE 51

## CRITERION-REFERENCED MEASURE

### Practical Application

Given class discussion, the student will describe how life and data protection procedures should be performed during fire or flooding.

### Method of Evaluating Practical Application

The instructor will evaluate by observation. All items should be acceptable.

## PERFORMANCE GUIDE

1. Determine type of emergency.
2. Follow established procedures pertaining to specific type of emergency.
3. Evaluate overall emergency procedures.

## DUTY PERFORMING MISCELLANEOUS COMPUTER OPERATION ACTIVITIES

### PERFORMANCE OBJECTIVE 52

#### TASK

Perform data protection procedures during power failure

#### STANDARD OF PERFORMANCE OF TASK

Data protection procedures must be demonstrated for emergencies that involve power failure.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITION FOR PERFORMANCE OF TASK

Written office procedures for power failure emergency

### ENABLING OBJECTIVES

1. Knowledge of office procedures
2. Knowledge of equipment switches

### RESOURCE

Helms. **The McGraw-Hill Computer Handbook**, pp. 2-2 to 2-7.

### TEACHING ACTIVITIES

1. Describe the problems associated with power failure in a computer center.
2. Describe various back-up procedures used to minimize the effects of power failures.
3. Describe procedures used to assess data damage from power failures.

## PERFORMANCE OBJECTIVE 52

## CRITERION-REFERENCED MEASURE

### Practical Application

Given class discussion, the student will describe how to perform data protection procedures during a power failure.

### Method of Evaluating Practical Application

The instructor will evaluate by observation. All items should be acceptable.

## PERFORMANCE GUIDE

1. Determine cause of power failure.
2. Evaluate intent of power failure.
3. Determine action to take.
4. Take action.
5. Evaluate and report entire power failure incident.

## DUTY PERFORMING MISCELLANEOUS COMPUTER OPERATION ACTIVITIES

### PERFORMANCE OBJECTIVE 53

#### TASK

Perform power conservation and data protection procedures during air conditioning failure

#### STANDARD OF PERFORMANCE OF TASK

Power conservation and data protection procedures must be demonstrated for an emergency that involves air conditioning failure.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITION FOR PERFORMANCE OF TASK

Written procedures for air conditioning failure

### ENABLING OBJECTIVE

Knowledge of problems associated with air conditioning failures

### RESOURCE

Helms. **The McGraw-Hill Computer Handbook**, pp. 2-2 to 2-7.

### TEACHING ACTIVITIES

1. Discuss possible problems associated with air conditioning failures in a center.
2. Describe various back-up procedures used to minimize the effects of air conditioning failures.

## PERFORMANCE OBJECTIVE 53

## CRITERION-REFERENCED MEASURE

### Practical Application

Given class discussion, the student will describe how to perform power conservation and data protection procedures during an air conditioning failure.

### Method of Evaluating Practical Application

The instructor will evaluate by observation. All items should be acceptable.

## PERFORMANCE GUIDE

1. Determine cause of air conditioning failure.
2. Determine extent of air conditioning failure.
3. Take corrective action.
4. Evaluate and report air conditioning failure incident.

PERFORMING SUPERVISORY FUNCTIONS

## DUTY PERFORMING SUPERVISORY FUNCTIONS

### PERFORMANCE OBJECTIVE 54

#### TASK

Schedule employee work assignments

#### STANDARD OF PERFORMANCE OF TASK

Employee work assignments must be scheduled to include identification of work priorities, communication of assignments to employees, and follow-up procedures.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Job descriptions
Center policy on job priority
List of employees and their work schedule
Operations center policy manual

### ENABLING OBJECTIVES

1. Knowledge of job responsibilities
2. Knowledge of computer center policy on job priority
3. Knowledge of different types of computer jobs and the amount of computer time needed for them to process

### RESOURCE

Popyk. **Word Processing: Essential Concepts**, p. 119.

### TEACHING ACTIVITIES

1. Explain the importance to the company that jobs be completed on time.
2. Discuss normal problems in scheduling work assignments: vacations, sick employees, job priorities, and deadlines.
3. Role play special conflicts in scheduling.
4. Invite a shift supervisor from local bank operation center to visit the class to discuss routine bank computer center scheduling problems.
5. Assign student to read p. 119, **Word Processing: Essential Concepts** for class discussion.

## PERFORMANCE OBJECTIVE 54

## CRITERION-REFERENCED MEASURE

### Practical Application

Given jobs to be assigned to employees, the student will prepare a written work assignment.

### Method of Evaluating Practical Application

The instructor will evaluate by observation and by using the checklist provided. All items should be rated acceptable.

## CHECKLIST FOR PERFORMANCE OBJECTIVE 54 EVALUATION

## SCHEDULING EMPLOYEE WORK ASSIGNMENTS

**Student's Name** **Date**

DIRECTIONS TO STUDENT — Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR — Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A score of 100 percent is required for competency.

| ITEMS TO BE EVALUATED | RATING | |
|---|---|---|
| | Acceptable | Unacceptable |
| 1. Established priority of jobs. | | |
| 2. Identified work stations. | | |
| 3. Selected employee work assignment. | | |
| 4. Informed employee of work assignment. | | |
| 5. Familiarized employee with assignment procedures. | | |
| 6. Completed follow-up. | | |
| 7. Followed reassignment procedures. | | |

APPROVED: YES _____ NO _____

**Evaluator's Signature** **Date**

**DUTY PERFORMING SUPERVISORY FUNCTIONS**

**PERFORMANCE OBJECTIVE 55**

**TASK**

Determine status of processed and pending jobs

**STANDARD OF PERFORMANCE OF TASK**

The current status of all jobs must be determined and recorded in a log book form. Current status should include routine and non-routine requests and processed and pending jobs.

**SOURCE OF STANDARD**

State of Virginia Writing Team

**CONDITIONS FOR PERFORMANCE OF TASK**

Job log book
Current job requests

**ENABLING OBJECTIVES**

1. Knowledge of office procedures
2. Operations center policy manual on job priority

**RESOURCE**

Helms. **The McGraw-Hill Computer Handbook**, pp. 8-5 to 8-21.

**TEACHING ACTIVITIES**

1. Discuss the need to keep a daily status check on all computer jobs.
2. Describe and discuss the uses of the log book form of record keeping.
3. Describe the differences encountered between routine and non-routine jobs.

## PERFORMANCE OBJECTIVE 55

## CRITERION-REFERENCED MEASURE

### Practical Application

Given class discussion, the student will describe how to determine the status of processing and pending jobs.

### Method of Evaluating Practical Application

The instructor will evaluate by observation. All items should be acceptable.

## PERFORMANCE GUIDE

1. Determine status of jobs by:
   a. Referring to written logs, or
   b. Referring to system activity log, or
   c. Inquiring into system.
2. Repeat procedure until status of all processed and pending jobs has been determined.
3. Record current status of all processed and pending jobs.

**DUTY PERFORMING SUPERVISORY FUNCTIONS**

**PERFORMANCE OBJECTIVE 56**

**TASK**

Assess output quality

**STANDARD OF PERFORMANCE OF TASK**

Final output of work must be assessed on a particular production unit. Output must be completed according to user needs, aligned in designated format, and printed legibly.

**SOURCE OF STANDARD**

State of Virginia Writing Team

**CONDITIONS FOR PERFORMANCE OF TASK**

Computer system and printer
Job processing forms

**ENABLING OBJECTIVE**

Knowledge of office procedures

**RESOURCE**

Helms. **The McGraw-Hill Computer Handbook**, pp. 8-5 to 8-21.

**TEACHING ACTIVITIES**

1. Describe the standards that are applied to job output work.
2. Invite a local area computer consultant to the class to discuss the types of problems that can happen in a computer center.
3. Discuss and describe the effects that poor output quality tends to have on computer center operations.
4. Discuss the role that maintenance of equipment has on quality output.

## PERFORMANCE OBJECTIVE 56

## CRITERION-REFERENCED MEASURE

### Practical Application

Given class discussion, the student will describe methods of assessing output quality.

### Method of Evaluating Practical Application

The instructor will evaluate by observation. All items should be acceptable.

## PERFORMANCE GUIDE

1. Verify that job is completed according to predetermined needs of the user.
2. Ensure that print is aligned in designated format on each page.
3. Ensure that print is legible.
4. Ensure that all output is received for each production job processed.
5. Identify output that does not meet quality standards.

## DUTY PERFORMING SUPERVISORY FUNCTIONS

### PERFORMANCE OBJECTIVE 57

#### TASK

Brief oncoming shift supervisor

#### STANDARD OF PERFORMANCE OF TASK

The supervisor for the oncoming shift must be briefed. All changes, problems, messages, and instructions must be recorded on the shift change report.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Job log book
Report forms

### ENABLING OBJECTIVES

1. Knowledge of office procedures
2. Knowledge of center personnel and assigned jobs

### RESOURCE

Helms. **The McGraw-Hill Computer Handbook**, pp. 24-16 to 24-18.

### TEACHING ACTIVITIES

1. Describe the procedures usually involved in computer center shift changes.
2. Discuss and describe the responsibilities of shift supervisors.
3. Describe the various types of problems encountered by shift supervisors.

## PERFORMANCE OBJECTIVE 57

## CRITERION-REFERENCED MEASURE

### Practical Application

Given class discussion, the student will describe procedures for briefing shift supervisors.

### Method of Evaluating Practical Application

The instructor will evaluate by observation. All items should be acceptable.

## PERFORMANCE GUIDE

1. Discuss operations changes with oncoming supervisor.
2. Advise supervisor of any special training sessions.
3. Inform supervisor of problems which have occurred on prior shifts.
4. Inform supervisor of potential problems with hardware and software.
5. Relay to supervisor any special instructions regarding special job requirements.
6. Give oncoming supervisor opportunity to respond to briefing.

## DUTY PERFORMING SUPERVISORY FUNCTIONS

### PERFORMANCE OBJECTIVE 58

#### TASK

Conduct personnel training

#### STANDARD OF PERFORMANCE OF TASK

Personnel training must be planned and conducted. The training should include a variety of instructional methods and a method of evaluating trainee response and progress.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Employees
Instructor
Equipment and supplies
Instructional materials
Training location
Training schedule
Equipment manual
Procedures manual

### ENABLING OBJECTIVES

1. Identification of the purposes of employee training
2. Knowledge of training procedures

### RESOURCE

Fruehling and Weaver. **Electronic Office Procedures**, pp. 460-62.

### TEACHING ACTIVITIES

1. Explain the purpose of a training session for new employees.
2. Ask working student if he/she received any job training. Ask student to share with the class experiences in these training classes.
3. List some of the items that are normally covered in a training session.
4. Ask student to brainstorm to gather items that should be included in training session for job description in Task 7.
5. Explain the purpose of a procedures manual; show student a procedures manual from a local company, if possible.

## PERFORMANCE OBJECTIVE 58

## CRITERION-REFERENCED MEASURE

### Practical Application

Student will plan, organize, and prepare a schedule for a training session for new employees. Student will then conduct a training session.

### Method of Evaluating Practical Application

The instructor will grade written work on basis of accuracy and format. Training session will be evaluated using the checklist provided. All items should be rated acceptable.

## PERFORMANCE GUIDE

1. Plan training session.
   a. Determine training objectives.
   b. Determine method of presentation, such as lecture, demonstration, or role playing.
   c. Determine needed equipment and supplies.
   d. Determine time for training session.
   e. Schedule location for training session.
   f. Notify participants of training session.
2. Gather equipment and supplies.
3. Inform trainee of training objectives.
4. Explain or demonstrate procedures and equipment.
5. Provide opportunity for trainee questions.
6. Provide opportunity for trainee practice through demonstration or role playing.
7. Evaluate trainee's performance.
8. Inform trainee of progress.
9. Recommend necessary improvements.

## CHECKLIST FOR PERFORMANCE OBJECTIVE 58 EVALUATION

## CONDUCTING PERSONNEL TRAINING

**Student's Name** **Date**

DIRECTIONS TO STUDENT — Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR — Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A score of 100 percent is required for competency.

| ITEMS TO BE EVALUATED | RATING | |
|---|---|---|
| | Acceptable | Unacceptable |
| 1. Used pleasant and audible voice. | | |
| 2. Explained task.<br>a. Used correct terms.<br>b. Explained in correct sequence.<br>c. Answered all questions. | | |
| 3. Demonstrated task.<br>a. Used tools and materials correctly.<br>b. Demonstrated each step.<br>c. Allowed time for questions. | | |
| 4. Presented material in orderly manner. | | |
| 5. Summarized material. | | |
| 6. Directed performances.<br>a. Gave clear instructions.<br>b. Answered questions. | | |
| 7. Evaluated performance.<br>a. Informed employee of progress.<br>b. Emphasized strengths.<br>c. Suggested improvements for weaknesses. | | |

APPROVED: YES _____ NO ____

**Evaluator's Signature** **Date**

## DUTY PERFORMING SUPERVISORY FUNCTIONS

### PERFORMANCE OBJECTIVE 59

#### TASK

Evaluate personnel performance

#### STANDARD OF PERFORMANCE OF TASK

A personnel performance evaluation must be completed on an employee, to include observation of work habits and completion of a checklist.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Job description
Personnel records
Personnel (employee and supervisor)
Evaluation checklist
Procedures manual

### ENABLING OBJECTIVES

1. Communication skills
2. Decision-making skills

### RESOURCE

Luke and Stiegler. **Office Systems and Procedures**, Chapter 2.

### TEACHING ACTIVITIES

1. Explain the importance of maintaining a job after being hired.
2. Explain why performance evaluations are necessary and how they are used for promotions and dismissals.
3. Discuss with student the items covered on an evaluation checklist -- who conducts the evaluation, how often, etc.
4. Based on the classroom discussion, have student go out and observe a worker and report observation back to class.
5. Role play employee evaluation.
6. Conduct a job evaluation simulation in class.

## PERFORMANCE OBJECTIVE 59

## CRITERION-REFERENCED MEASURE

### Practical Application

Given classroom discussion, the student will use a simulation problem to perform an employee evaluation.

### Method of Evaluating Practical Application

The instructor will evaluate by observation the student's employee evaluation of the simulation problem based on the concepts discussed in class. All items should be acceptable.

## PERFORMANCE GUIDE

1. Check work periodically as it is being produced.
2. Check completed work.
3. Observe work habits of personnel.
4. Observe work attitudes of personnel.
5. Observe the performance of personnel as it relates to
   a. Potential for promotion.
   b. Reassignment of position.
6. Complete an evaluation checklist on each employee.
7. Review evaluation checklist with employee.
8. Complete signature section of evaluation checklist.

## DUTY PERFORMING SUPERVISORY FUNCTIONS

### PERFORMANCE OBJECTIVE 60

#### TASK

Develop job descriptions

#### STANDARD OF PERFORMANCE OF TASK

A job description must be developed that includes job title; supervisor's name; duties and limitations of the position; and equipment and special skills needed, as well as evaluation criteria.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

List of job titles
Knowledge of tasks to be performed for each job

### ENABLING OBJECTIVES

1. Identification of main features of job descriptions
2. Knowledge of library reference materials that relate to jobs/job descriptions

### RESOURCES

1. U.S. Department of Labor. **Occupational Outlook Handbook**, pp. 205-06.
2. Crawford et al. **Century 21 Typewriting**, 3rd edition, p. 336.

### TEACHING ACTIVITIES

1. Explain the role that a job description can play when seeking, getting, maintaining, and advancing in a job position.
2. Show student a transparency of a job description that is typed in the correct format. List and discuss information to be included in a job description.
3. Assign student to type a job description from rough draft for practice. (See p. 336 in **Century 21 Typewriting**.)
4. Assign student to select a job title, research the title from a library resource like U.S. Occupational Outlook Handbook, and develop a job description.

## PERFORMANCE OBJECTIVE 60

## CRITERION-REFERENCED MEASURE

### Practical Application

Given information and data, student will prepare job description, key data, then proof and print copy for teacher evaluation.

### Method of Evaluating Practical Application

The instructor will evaluate by observation and by using the checklist provided. All items should be rated acceptable.

## CHECKLIST FOR PERFORMANCE OBJECTIVE 60 EVALUATION

## DEVELOPING JOB DESCRIPTIONS

**Student's Name** **Date**

DIRECTIONS TO STUDENT — Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR — Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A score of 100 percent is required for competency.

| ITEMS TO BE EVALUATED | RATING | |
|---|---|---|
| | Acceptable | Unacceptable |
| 1. Described position title by function of the job. | | |
| 2. Identified direct supervisor. | | |
| 3. Listed all duties of the position. | | |
| 4. Listed all responsibilities of the position. | | |
| 5. Stated limitations of the position. | | |
| 6. Listed equipment to be operated. | | |
| 7. Listed special skills required. | | |
| 8. Stated criteria for evaluation of job performance. | | |

APPROVED: YES _____ NO _____

**Evaluator's Signature** **Date**

## DUTY PERFORMING SUPERVISORY FUNCTIONS

### PERFORMANCE OBJECTIVE 61

#### TASK

Employ personnel

#### STANDARD OF PERFORMANCE OF TASK

A person must be employed for an open job vacancy. The job description, job applications, and applicants must be reviewed/interviewed in the process.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Job vacancy
Applicants
Job description
Advertising media
Completed application
Structured interview
Reference check
Knowledge of laws pertaining to personnel employment
Employment and materials for testing, if needed

#### ENABLING OBJECTIVE

Identify company/office employment jobs

#### RESOURCES

1. Luke and Stiegler. **Office Systems and Procedures**, p. 60.
2. Office of Vocational Education. **Job Seeking**, pp. 1-34.

#### TEACHING ACTIVITIES

1. Review the steps for getting a job.
2. Explain why it is important to get each step right the first time.
3. Show a filmstrip on applying for a job and/or preparing for and participating in a job interview.
4. Have a representative from an employment agency or a personnel manager talk to student on what he/she looks for when hiring employees.
5. Have student role play conducting job interviews.
6. Videotape interviews.
7. If possible, have employment representative give employment test to student and then evaluate the findings.

## PERFORMANCE OBJECTIVE 61

### CRITERION-REFERENCED MEASURE

#### Practical Application

Student will write a letter of application, prepare a resume, fill out an application form, and participate in an interview.

#### Method of Evaluating Practical Application

The instructor will evaluate by observation and by using the checklist provided. All items should be rated acceptable.

## CHECKLIST FOR PERFORMANCE OBJECTIVE 61 EVALUATION

## EMPLOYING PERSONNEL

**Student's Name** **Date**

DIRECTIONS TO STUDENT — Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR — Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A score of 100 percent is required for competency.

| ITEMS TO BE EVALUATED | RATING | |
|---|---|---|
| | Acceptable | Unacceptable |
| 1. Informed personnel office of vacancy. | | |
| 2. Reviewed job description. | | |
| 3. Analyzed job applications for qualified applicants. | | |
| 4. Conducted a thorough interview.<br>a. Introduced self and described position held.<br>b. Explained company's operation and objective.<br>c. Described duties and responsibilities of vacant position.<br>d. Explained salary and benefits of vacant position.<br>e. Explained work conditions.<br>f. Evaluated applicant's qualifications through well-prepared questions.<br>g. Extended opportunity for applicant to ask questions.<br>h. Informed applicant about date that hiring decision would be made.<br>i. Brought interview to a close. | | |
| 5. Determined best applicant. | | |
| 6. Extended job offer to best-qualified applicant. | | |

APPROVED: YES _____ NO _____

**Evaluator's Signature** **Date**

## DUTY PERFORMING SUPERVISORY FUNCTIONS

### PERFORMANCE OBJECTIVE 62

#### TASK

Dismiss personnel

#### STANDARD OF PERFORMANCE OF TASK

An employee must be dismissed according to organization policies. All stations and supporting information must be available.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Employee to be dismissed because of (1) unsatisfactory performance of duties or (2) situation that no longer requires an employee
Job description
Guidelines for employee dismissal
Union contracts and requirements, if needed
Employee personnel records

### ENABLING OBJECTIVES

1. Identification of basic procedures in dismissing employees
2. Use of tact in sensitive discussions with employees

### RESOURCE

Ryan. **Personal Business Management**, pp. 40-45.

### TEACHING ACTIVITIES

1. Explain to student that being dismissed from a job can be for several reasons. Unsatisfactory employee performance and a situation that no longer requires an employee are two examples.
2. List the steps for dismissing an employee.
3. Explain how people can use criticism to improve work attitudes and performance.
4. Invite a personnel manager to class to discuss the problems of dismissal from a job.
5. In class role play a typical dismissal situation.
6. Have student do research on the effects of losing a job.

## PERFORMANCE OBJECTIVE 62

## CRITERION-REFERENCED MEASURE

### Practical Application

Given necessary information, the student will dismiss an employee in a simulation problem.

### Method of Evaluating Practical Application

The instructor will evaluate by observation. All items should be acceptable.

## PERFORMANCE GUIDE

1. Review with personnel office current organization policies for personnel dismissal.
2. Review documented evidence initiating dismissal action.
3. Discuss with employee the reason or causes for termination.
4. Dismiss employee.
5. Inform employee of grievance procedures.
6. Document dismissal action.

## DUTY PERFORMING SUPERVISORY FUNCTIONS

### PERFORMANCE OBJECTIVE 63

#### TASK

Maintain attendance records for computing center

#### STANDARD OF PERFORMANCE OF TASK

Attendance records for computing center must be maintained. Absences, hours worked, and any notes must be recorded with no errors.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Attendance forms for employees
Files needed
Master list of employees

### ENABLING OBJECTIVES

1. Oral and written communication
2. Accurate computation

### RESOURCE

Luke and Stiegler. **Office Systems and Procedures**, pp. 642-44.

### TEACHING ACTIVITIES

1. Appoint several students the task of gathering information from private and public offices as to the kinds of records kept on employees, including attendance, vacation, and accumulated sick leave, as well as the kinds of forms required to keep this information accurately.
2. Discuss with student the importance of attendance and the records required to keep this information up-to-date.
3. Invite a personnel manager of a local business to discuss with student the kinds of fringe benefits his company offers to employees, particularly sick leave and vacation.
4. Inform student of the responsibility of keeping his/her own accurate records of attendance.
5. Have student process several attendance slips and record the absences on the employee form.

## PERFORMANCE OBJECTIVE 63

## CRITERION-REFERENCED MEASURE

### Practical Application

Given class discussion and demonstrations, the student will describe how to maintain attendance records for a computing center.

### Method of Evaluating Practical Application

The instructor will evaluate by observation. All items should be acceptable.

## PERFORMANCE GUIDE

1. Code time sheet for employee absences due to annual, sick, or compensatory leave.
2. Record total hours of accountability at the end of the time period.
3. Verify accuracy of time sheet.
4. Initial time sheets for verification.
5. Turn in time sheets at the end of the reporting period.

## DUTY PERFORMING SUPERVISORY FUNCTIONS

### PERFORMANCE OBJECTIVE 64

#### TASK

Prepare production reports

#### STANDARD OF PERFORMANCE OF TASK

Production reports must be prepared; reports should meet user specifications and adhere to office format and accuracy requirements.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Production report format
Office procedures manual

#### ENABLING OBJECTIVES

1. Good writing skills
2. Interpretation of data into desired format

#### RESOURCE

Casady. **Word/Information Processing Concepts**, pp. 125-42.

#### TEACHING ACTIVITIES

1. Discuss with student the types of production records needed and how they will be used by management.
2. Have the class develop a workable format to store the information.
3. Using the actual log sheets prepared by the class during word processing, key the information into the proposed format.
4. Show actual production records used in a business.
5. Prepare productivity summaries of real production records.

## PERFORMANCE OBJECTIVE 64

## CRITERION-REFERENCED MEASURE

### Practical Application

Given class discussion and demonstration, the student will describe how to prepare production reports.

### Method of Evaluating Practical Application

The instructor will evaluate by observation. All items should be acceptable.

## PERFORMANCE GUIDE

1. Gather data.
2. Verify data.
3. Format data.
4. Assemble report.
5. Ensure that report specifications meet user's request.
6. Verify accuracy of report.

## DUTY PERFORMING SUPERVISORY FUNCTIONS

### PERFORMANCE OBJECTIVE 65

#### TASK

Compose written communications

#### STANDARD OF PERFORMANCE OF TASK

Written communication (letter or memo) must be composed on a topic; the communication should convey the message with clarity, conciseness, and courtesy.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITION FOR PERFORMANCE OF TASK

Situation requiring written communication

### ENABLING OBJECTIVES

1. Ability to key letters/memos/reports without errors
2. General knowledge of English grammar

### RESOURCE

Luke and Stiegler. **Office Systems and Procedures**, pp. 49-53.

### TEACHING ACTIVITIES

1. Explain types of written communications required in an office.
2. Ask student to identify letters or other written communications requiring a written response.
3. Present student with a problem requiring a written response.
4. Have student write the necessary communication, edit, and submit a final copy for processing.
5. Have student evaluate other student's work.

## PERFORMANCE OBJECTIVE 65

## CRITERION-REFERENCED MEASURE

### Practical Application

Given instructions, the student will prepare the required written communications.

### Method of Evaluating Practical Application

The instructor will evaluate by observation. All items should be acceptable.

## PERFORMANCE GUIDE

1. Determine type of written communication.
2. Gather needed information.
3. Compose a communication.
   a. Present main idea.
   b. Follow up with necessary details.
   c. Conclude with suggestion or request for future action.
4. Reread and edit communication.
5. Submit copy for keying.

## DUTY PERFORMING SUPERVISORY FUNCTIONS

### PERFORMANCE OBJECTIVE 66

#### TASK

Process data processing user requests

#### STANDARD OF PERFORMANCE OF TASK

User requests for data processing must be processed according to established operational procedures and user specifications.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

User request forms
Computer center procedures manual

### ENABLING OBJECTIVES

1. Communicate in oral and written forms
2. Translate user requests into computer center processes

### RESOURCE

Luke and Stiegler. **Office Systems and Procedures**, pp. 78-83.

### TEACHING ACTIVITIES

1. Discuss the importance of a priority system in processing requests.
2. Describe the process of dividing requests into categories such as immediate, important, routine, and hold.

## PERFORMANCE OBJECTIVE 66

## CRITERION-REFERENCED MEASURE

### Practical Application

Given class discussion, the student will process data processing requests.

### Method of Evaluating Practical Application

The instructor will evaluate by observation. All items should be acceptable.

## PERFORMANCE GUIDE

1. Determine present system availability.
2. Determine when requests can be processed.
3. Assign user requests to operator.
4. Complete processing of approved user requests.
5. Dispose of disapproved user requests in accordance with standard operating procedures.
6. Notify users of conditions and findings.

## DUTY PERFORMING SUPERVISORY FUNCTIONS

### PERFORMANCE OBJECTIVE 67

#### TASK

Assist with selecting data processing equipment

#### STANDARD OF PERFORMANCE OF TASK

Assistance in selecting data processing equipment must be provided; purposes and specifications for desired equipment should be included in equipment considerations.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITION FOR PERFORMANCE OF TASK

Situation requiring assitance with selecting data processing equipment

### ENABLING OBJECTIVES

1. Knowledge of data processing terms
2. Awareness of data processing function changes

### RESOURCE

Sanders. **Computers Today**, Chapter 16.

### TEACHING ACTIVITIES

1. Describe and discuss the many changes in information processing systems and how they affect workers.
2. Describe the job of a systems analyst in a computer system.
3. Describe and discuss the differences between main frame, mini-computers, and microcomputers.

## PERFORMANCE OBJECTIVE 67

## CRITERION-REFERENCED MEASURE

### Practical Application

Given classroom discussion, the student will describe how assistance in selecting equipment can be organized and performed.

### Method of Evaluating Practical Application

The instructor will evaluate by observation. All items should be acceptable.

## PERFORMANCE GUIDE

1. Identify equipment needs.
2. Determine equipment available.
3. Evaluate equipment available.
   a. Compatibility with present system.
   b. Compatibility with future expansion.
4. Analyze costs versus benefits.
5. Recommend appropriate equipment.

## DUTY PERFORMING SUPERVISORY FUNCTIONS

### PERFORMANCE OBJECTIVE 68

#### TASK

Schedule data processing equipment maintenance (preventive)

#### STANDARD OF PERFORMANCE OF TASK

Maintenance of data processing equipment must be scheduled according to manufacturer's specifications. Maintenance schedule should be written and include specific activities and dates.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

List of the equipment on hand
Maintenance contracts
Equipment manuals

#### ENABLING OBJECTIVE

Ability to make logical decisions

#### RESOURCE

Oliverio and Pasewark. **Secretarial Office Procedures**, 10th edition, p. 23.

#### TEACHING ACTIVITIES

1. Discuss equipment inventory, how it should be maintained, and what a maintenance contract might entail.
2. Distribute examples of different maintenance contracts to be examined. Review contracts for routine maintenance and downtime requirements.
3. Have student prepare a schedule for maintenance service for equipment.
4. Write a letter to the service representative to confirm this schedule.
5. Have student determine if he/she feels the list of equipment should have more than routine maintenance and adjust schedule if necessary.
6. Have student determine where schedule for service maintenance should be posted.

## PERFORMANCE OBJECTIVE 68

## CRITERION-REFERENCED MEASURE

### Practical Application

Given a list of equipment on hand and maintenance contracts, prepare a maintenance schedule that will cause the least conflicts in work flow. This schedule should be arranged neatly.

### Method of Evaluating Practical Application

The instructor will evaluate by observation. All items should be acceptable.

## PERFORMANCE GUIDE

1. Determine equipment maintenance requirements.
2. Determine available computer time.
3. Schedule equipment maintenance according to manufacturer's specifications.
4. Notify vendor of maintenance schedule.

## DUTY PERFORMING SUPERVISORY FUNCTIONS

### PERFORMANCE OBJECTIVE 69

#### TASK

Enforce computer center security program (control of data)

#### STANDARD OF PERFORMANCE OF TASK

The computer center security program must be enforced; data control and policies procedures should be strictly followed.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Computer center security program
Security procedures

### ENABLING OBJECTIVES

1. Awareness of computer security problems
2. Awareness of data processing operations

### RESOURCE

Sanders. **Computers Today**, pp. 536-41.

### TEACHING ACTIVITIES

1. Assign student to research computer security problems in popular computing magazines and newspapers. Student should bring two articles to class and describe/discuss their research.
2. Assign student to read pp. 536-41 in **Computers Today** for class discussion.

## PERFORMANCE OBJECTIVE 69

## CRITERION-REFERENCED MEASURE

### Practical Application

Given class discussion, the student will describe various methods needed to enforce computer center security program.

### Method of Evaluating Practical Application

The instructor will evaluate by observation, using concepts discussed in class. All items should be acceptable.

## PERFORMANCE GUIDE

1. Issue security guidelines to personnel having access to data.
2. Instruct personnel concerning security guidelines.
3. Assign a security officer.
4. Monitor established controls.
5. If security violations occur, notify security personnel.
6. Review guidelines periodically.
7. Suggest guideline revisions.

## DUTY PERFORMING SUPERVISORY FUNCTIONS

### PERFORMANCE OBJECTIVE 70

#### TASK

Enforce computer center security program (control of access)

#### STANDARD OF PERFORMANCE OF TASK

Computer center access guidelines must be enforced; all procedures relating to access should be strictly enforced.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITION FOR PERFORMANCE OF TASK

Written security guidelines

### ENABLING OBJECTIVE

Knowledge of security guidelines for computer center

### RESOURCE

Ralston. **Encyclopedia of Computer Science and Engineering**, pp. 343-49.

### TEACHING ACTIVITIES

1. Describe the general needs for computer center access security.
2. Discuss and describe how access procedures are enforced.
3. Describe typical access security problems encountered.

## PERFORMANCE OBJECTIVE 70

## CRITERION-REFERENCED MEASURE

### Practical Application

Given class discussion, the student will describe how to enforce a computer center security program.

### Method of Evaluating Practical Application

The instructor will evaluate by observation. All items should be acceptable.

## PERFORMANCE GUIDE

1. Issue security guidelines to personnel utilizing computer center.
2. Instruct personnel concerning security guidelines.
3. Monitor established controls.
4. If security violations occur, notify security personnel.
5. Review guidelines periodically.
6. Suggest guideline revisions as needed.

## DUTY PERFORMING SUPERVISORY FUNCTIONS

### PERFORMANCE OBJECTIVE 71

#### TASK

Audit daily reports

#### STANDARD OF PERFORMANCE OF TASK

Daily reports must be audited and must adhere to format specifications and accuracy requirements.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Daily reports
Auditing procedures

### ENABLING OBJECTIVES

1. Knowledge of auditing procedures
2. Knowledge of writing skills

### RESOURCE

Luke and Stiegler. **Office Systems and Procedures**, p. 407.

### TEACHING ACTIVITIES

1. Prepare work requests for student using material found in your keyboarding textbook. Include a variety of document forms and a variety of priority data. (A sample work request form can be found in Luke and Stiegler's **Office Systems and Procedures,** p. 407.)
2. Assign the preparation of a log form for each request.
3. All documents for the work requests should be prepared.
4. Having completed the work requests, the required information should be noted in the log.
5. Have student evaluate his/her production procedures and production time to identify any inefficient work habits.

## PERFORMANCE OBJECTIVE 71

## CRITERION-REFERENCED MEASURE

### Practical Application

Given class discussion, the student will audit daily reports. Any discrepancies in the reports should be noted.

### Method of Evaluating Practical Application

The instructor will evaluate by observation. All items should be acceptable.

## PERFORMANCE GUIDE

1. Review report data to ensure that it adheres to format specifications.
2. Verify totals.
3. Note any discrepancies.
4. Distribute audited reports.

## DUTY PERFORMING SUPERVISORY FUNCTIONS

### PERFORMANCE OBJECTIVE 72

#### TASK

Keep inventory of data processing supplies

#### STANDARD OF PERFORMANCE OF TASK

An inventory of data processing supplies must be recorded; recorded inventory and physical count of supplies must agree.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Purchase orders
Inventory forms
Inventory of supplies
Order forms
Log book for recording requisitions

### ENABLING OBJECTIVES

1. Ability to follow directions
2. Ability to make logical decisions
3. Ability to make mathematical computations

### RESOURCES

1. Oliverio and Pasewark. **Secretarial Office Procedures**, pp. 520-43.
2. Luke and Stiegler. **Office Systems and Procedures**, pp. 538-41.

### TEACHING ACTIVITIES

1. Define inventory and discuss systems for keeping inventories.
2. Discuss the importance of maintaining an adequate inventory of office supplies.
3. Using the local school requisition form, describe the procedure for requisitioning materials and supplies.
4. Explain logging and its utilization.
5. Demonstrate periodic inventory techniques and time-lead necessary to replenish depleted supplies.
6. Demonstrate verifying invoices and placing supplies into inventory.
7. Have student verify incoming invoices and place supplies into inventory.

## PERFORMANCE OBJECTIVE 72

## CRITERION-REFERENCED MEASURE

### Practical Application

Given class discussion and demonstration, the student will keep an inventory of data processing supplies.

### Method of Evaluating Practical Application

The instructor will evaluate by observation. All items should be acceptable.

## PERFORMANCE GUIDE

1. List or verify all data processing supplies in stock.
2. Count each item and list on inventory sheet.
3. Add new supplies to inventory list.
4. Record withdrawal of supplies on inventory list.
5. Compute inventory total at end of inventory period.
6. Adjust inventory report according to physical record.

## DUTY PERFORMING SUPERVISORY FUNCTIONS

### PERFORMANCE OBJECTIVE 73

#### TASK

Requisition data processing supplies

#### STANDARD OF PERFORMANCE OF TASK

Data processing supplies must be ordered from designated sources; completed forms should include item names, quantity, price, and description as needed.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Order forms
Data supply catalogs

### ENABLING OBJECTIVE

Identification of basic purchasing forms

### RESOURCE

Baron, Steinfeld and Schulteis. **Record Keeping in the Computer Age**, pp. 369-72.

### TEACHING ACTIVITIES

1. Explain several ways to determine the kinds and quantities of supplies needed.
2. Explain the importance of securing and retaining names of vendors.
3. Explain the importance of comparing prices before purchasing supplies.
4. Discuss points to be considered before selecting vendors.
5. Define purchase order.
6. Define supplies requisition.
7. Have student prepare supplies requisitions and/or purchase orders.
8. Discuss the importance of having supplies requisitions and/or purchase orders approved.
9. Assign student to prepare purchase orders for mailing.

## PERFORMANCE OBJECTIVE 73

## CRITERION-REFERENCED MEASURE

### Practical Application

The student will correctly complete supplies requisitions and/or purchase orders and prepare purchase orders for mailing.

### Method of Evaluating Practical Application

The instructor will evaluate by observation. All items should be acceptable.

## PERFORMANCE GUIDE

1. Identify supplies to be requisitioned.
2. Complete requisition form.
3. Verify requisition.
4. Obtain approval for requisition.
5. Forward requisition.

## DUTY PERFORMING SUPERVISORY FUNCTIONS

### PERFORMANCE OBJECTIVE 74

#### TASK

Develop procedures for Electronic Data Processing (EDP)

#### STANDARD OF PERFORMANCE OF TASK

Specific steps in data processing procedures must be developed for processing data, with changes noted in written task lists.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITION FOR PERFORMANCE OF TASK

Procedures manual

### ENABLING OBJECTIVE

Knowledge of office EDP procedures

### RESOURCE

Luke and Stiegler. **Office Systems and Procedures,** pp. 406-10.

### TEACHING ACTIVITIES

1. Assign readings related to information processing procedures in **Office Systems and Procedures,** pp. 406-10.
2. Discuss the necessity for planned and organized procedures in information processing.
3. Discuss the workers involved in the cycle of input, process, output, edit, distribute, and store.
4. Using his/her experiences in the word processing lab as background information, have student write a description of two potential problems in a word processing situation. Have student exchange papers and attempt to solve the problems created by another student.

## PERFORMANCE OBJECTIVE 74

## CRITERION-REFERENCED MEASURE

### Practical Application

Given class discussion, the student will develop procedures for electronic data processing.

### Method of Evaluating Practical Application

The instructor will evaluate by observation. All items should be acceptable.

## PERFORMANCE GUIDE

1. Verify necessity for procedure with appropriate personnel.
2. Develop step-by-step guidelines.
3. Determine effect on existing procedures.
4. Test procedure.
5. Review test results.
6. Make necessary changes.
7. Retest procedure.
8. Document procedure.
9. Instruct personnel regarding procedure.

**DUTY PERFORMING SUPERVISORY FUNCTIONS**

**PERFORMANCE OBJECTIVE 75**

**TASK**

Audit integrity (validity) of files

**STANDARD OF PERFORMANCE OF TASK**

Files of a computer facility must be audited daily by the use of a log book. Any deviation from standard routine should be noted.

**SOURCE OF STANDARD**

State of Virginia Writing Team

**CONDITIONS FOR PERFORMANCE OF TASK**

Job log book
Written audit procedures

**ENABLING OBJECTIVES**

1. Knowledge of office procedures
2. Awareness of auditing procedures

**RESOURCE**

Helms. **The McGraw-Hill Computer Handbook**, pp. 19-22 to 19-33.

**TEACHING ACTIVITIES**

1. Describe the need for a daily audit of the computer center log book.
2. Discuss and describe the types of deviations likely to be encountered.

## PERFORMANCE OBJECTIVE 75

## CRITERION-REFERENCED MEASURE

### Practical Application

Given class discussion, the student will describe the procedure used for daily auditing of the job log book.

### Method of Evaluating Practical Application

The instructor will evaluate by observation. All items should be acceptable.

## PERFORMANCE GUIDE

1. Review computer activity log.
2. Identify deviation from standard routines.
3. Note deviation.
4. Sign and date log as evidence of review.

## DUTY PERFORMING SUPERVISORY FUNCTIONS

### PERFORMANCE OBJECTIVE 76

#### TASK

Perform liaison activities for the computer center

#### STANDARD OF PERFORMANCE OF TASK

Liaison activities must be performed for the computer center. All questions concerning the center should be answered in acceptable form.

#### SOURCE OF STANDARD

State of Virginia Writing Team

#### CONDITIONS FOR PERFORMANCE OF TASK

Guidelines for public relations of office
Security guidelines, as needed

### ENABLING OBJECTIVES

1. Knowledge of computer center operations
2. Identification of main interests of visiting parties

### RESOURCE

Casady. **Word/Information Processing Concepts**, Chapter 1.

### TEACHING ACTIVITIES

1. Describe the various liaison activities that involve computer center personnel.
2. Discuss the knowledge needed about the center's functions, goals, and role of importance in the company.
3. Invite a center manager to the class to discuss the various public relations activities that involve a computer center.
4. Review data security guidelines that are generally applicable to most public relations activities.

## PERFORMANCE OBJECTIVE 76

## CRITERION-REFERENCED MEASURE

### Practical Application

Given class discussion and demonstrations, the student will demonstrate how to perform liaison activities for the computer center.

### Method of Evaluating Practical Application

The instructor will evaluate by observation and by using the checklist provided. All items should be rated acceptable.

## PERFORMANCE GUIDE

1. Determine needs of inquiring party.
2. Be prepared to explain or describe:
   a. Input procedures.
   b. Output procedures.
   c. Hardware capabilities.
   d. Software capabilities.
   e. Departmental or operator and system controls.
   f. Special restrictions or audit controls.
   g. Processing flows.
3. Answer data processing related questions clearly and concisely as required.

## CHECKLIST FOR PERFORMANCE OBJECTIVE 76 EVALUATION

## PERFORMING LIAISON ACTIVITIES FOR THE COMPUTER CENTER

**Student's Name** **Date**

DIRECTIONS TO STUDENT — Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR — Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A score of 100 percent is required for competency.

| ITEMS TO BE EVALUATED | RATING | |
|---|---|---|
| | Acceptable | Unacceptable |
| 1. Scheduled meeting at a convenient time. | | |
| 2. Used pleasant voice. | | |
| 3. Determined needs of inquiring party. | | |
| 4. Explained procedures and capabilities.<br>a. Used correct terms.<br>b. Explained in correct sequence.<br>c. Answered all questions. | | |
| 5. Demonstrated procedures and capabilities.<br>a. Used tools and materials.<br>b. Demonstrated each step.<br>c. Answered all questions. | | |
| 6. Encouraged participation and questions. | | |
| 7. Summarized material. | | |

APPROVED: YES _____ NO _____

**Evaluator's Signature** **Date**

# APPENDICES

## APPENDIX A

## TASK LIST AND JOB TITLES

Job Title: Computer Operator

DOT Number: 203.382-018

| DUTY/TASK | PO/Page No. |
|---|---|
| **DUTY A- PROCESSING DATA USING COMPUTER EQUIPMENT** | |
| Perform power-on procedures | 1/5 |
| Perform power-off procedures | 2/8 |
| Obtain forms needed for job | 3/11 |
| Mount carriage control tape | 4/13 |
| Mount disk packs | 5/16 |
| Mount tapes | 6/18 |
| Run programs using time-sharing system | 7/20 |
| Input data via operator's console | 8/22 |
| Monitor data processing via console | 9/24 |
| Transmit data to remote users | 10/28 |
| Receive data from remote users | 11/31 |
| Perform halt/restart procedures | 12/34 |
| Run tests on programs | 13/36 |
| Copy files for back-up or media conversion | 14/38 |
| Perform shift turnover procedures | 15/40 |
| Keep records of computer utilization | 16/44 |
| Clear paper jam | 17/48 |
| Load paper in printer | 18/52 |
| Change ribbon in printer | 19/55 |
| Load the operating system | 20/57 |
| **DUTY B - PERFORMING DATA PROCESSING FUNCTIONS USING PERIPHERAL EQUIPMENT (UNIT RECORD EQUIPMENT)** | |
| Input data using optical character recognition (OCR) device | 21/60 |
| Sort cards alphabetically and numerically using sorter | 22/62 |
| Align forms using jogger | 23/64 |
| Separate print-outs using burster | 24/66 |
| Remove carbons from forms using decollator | 25/68 |
| Sort checks using a magnetic ink (MICR) sorter reader | 26/70 |

| DUTY/TASK | PO/Page No. |
|---|---|
| **DUTY C - PROCESSING INCOMING JOBS AND FINAL OUTPUT** | |
| Keep log of processing jobs | 27/73 |
| Submit incoming jobs for data entry processing | 28/76 |
| Submit jobs for computer processing | 29/78 |
| Verify computer output against user request specifications | 30/80 |
| Distribute microfilm/microfiche for filing | 31/82 |
| Bind and distribute output | 32/84 |
| Complete report distribution form | 33/86 |
| File print-outs, processed forms, punched cards, or job instruction sheets | 34/88 |
| **DUTY D - MAINTAINING TAPE AND DISK PACK LIBRARY** | |
| Process tape requests | 35/91 |
| Provide tapes for periodic processing jobs | 36/94 |
| Initialize tapes | 37/96 |
| Clean tapes | 38/98 |
| Scratch tapes | 39/101 |
| Cut tape and position new load point markers | 40/104 |
| Initialize disk pack | 41/106 |
| Prepare external tape and disk pack labels | 42/108 |
| File assignment cards | 43/110 |
| File tape request forms | 44/112 |
| Prepare tapes for mailing | 45/114 |
| **DUTY E - PERFORMING MISCELLANEOUS COMPUTER OPERATIONS ACTIVITIES** | |
| Receive telephone calls | 46/117 |
| Place telephone call | 47/120 |
| Process incoming mail | 48/123 |
| Process outgoing mail | 49/126 |
| Conduct tours of the computer center | 50/129 |
| Perform life and data protection procedures during emergency conditions (fire, flood) | 51/131 |

| DUTY/TASK | PO/Page No. |
|---|---|
| Perform data protection procedures during power failure | 52/133 |
| Perform power conservation and data protection procedures during air conditioning failure | 53/135 |
| **DUTY F - PERFORMING SUPERVISORY FUNCTIONS** | |
| Schedule employee work assignments | 54/138 |
| Determine status of processed and pending jobs | 55/141 |
| Assess output quality | 56/143 |
| Brief oncoming shift supervisor | 57/145 |
| Conduct personnel training | 58/147 |
| Evaluate personnel performance | 59/150 |
| Develop job descriptions | 60/152 |
| Employ personnel | 61/155 |
| Dismiss personnel | 62/158 |
| Maintain attendance records for computing center | 63/160 |
| Prepare production reports | 64/162 |
| Compose written communications | 65/164 |
| Process data processing user requests | 66/166 |
| Assist with selecting data processing equipment | 67/168 |
| Schedule data processing equipment maintenance (preventive) | 68/170 |
| Enforce computer center security program (control of data) | 69/172 |
| Enforce computer center security program (control of access) | 70/174 |
| Audit daily reports | 71/176 |
| Keep inventory of data processing supplies | 72/178 |
| Requisition data processing supplies | 73/180 |
| Develop procedures for Electronic Data Processing (EDP) | 74/182 |
| Audit integrity (validity) of files | 75/184 |
| Perform liaison activities for the computer center | 76/186 |

## APPENDIX B

## DEFINITIONS OF TERMS

## APPENDIX B

## DEFINITIONS OF TERMS

A number of terms frequently used in this guide may be unfamiliar to the reader; others may be familiar, but in the context of this handbook have been assigned special meanings.

**AFFECTIVE.**
Skills which emphasize an attitude, feeling, emotion, or degree of acceptance and rejection.

**CATALOG.**
A comprehensive collection of performance objectives, performance guides, and related data developed in a specific domain.

**CBVE** (COMPETENCY-BASED VOCATIONAL EDUCATION).
A methodology of instruction that (a) identifies the abilities and skills needed for on-the-job performance; (b) informs students and teachers of the precise and detailed learning objectives required to achieve these competencies; (c) emphasizes performance standards in testing, course requirements, and/or graduation; and (d) facilitates learning by letting each student master the tasks prior to advancing to another.

**CHECKPOINT.**
A point in the development of the V-TECS product when material must be sent to V-TECS central office for quality review.

**CIP (CLASSIFICATION OF INSTRUCTION PROGRAM) CODE.**
A code developed by the U.S. Office of Education to identify a specific cluster of related jobs for training program identification.

**COGNITIVE.**
Skills which emphasize the recall of knowledge and development of intellectual abilities.

**COMPETENCY.**
Proficiency in the knowledge and skills required of workers in a particular occupation or occupational specialty; a term used by educators to mean essentially program goal, duty, task, or objective. In some cases the terms are essentially synonymous.

**CONDITIONS.**
Describes the situation for competent task performance, including tools and equipment to be used, and limitations under which the tasks will be performed.

**CONSORTIUM.**
A group of state agencies, institutions, or other entities which have been legally constituted through letters of commitment, agreements, or by assignment of higher authorities to work together toward the solution of problems in education. A consortium, for the purposes of this work, must have membership from autonomous agencies and institutions which cut across state boundaries as they attempt to solve problems or meet goals.

**CRITERION-REFERENCED MEASURES.**
An evaluative procedure used to determine if a student has mastered a performance objective.

**CROSS-REFERENCE TABLE.**
A table that identifies the relationship among duties and tasks found in the occupational inventory and the performance objectives in the final catalog. Also noted are percentages of incumbents performing the tasks by D.O.T.

**CURRICULUM GUIDE.**
An instructional resource developed from a V-TECS catalog to guide CBVE for an occupation.

**DICTIONARY OF OCCUPATIONAL TITLES** (D.O.T.).
A document published by the U.S. Department of Labor, Employment and Training Administration. This publication groups occupations into systematic occupational classification structures based on interrelationships of job tasks and requirements.

**DISTRACTOR.**
An incorrect response to a multiple-choice or true/false test item.

**DOMAIN** (OCCUPATIONAL DOMAIN).
A group of job titles that are related on the basis of required skills and knowledge.

**D.O.T. CODE.**
A nine-digit number used to identify a specific job within a given calendar year.

**DUTY.**
A cluster of related tasks performed by incumbent workers in an occupational domain.

**ENABLING OBJECTIVE.**
An objective related to background knowledge or skills that are prerequisite to the mastery of a given task.

**FIELD REVIEW.**
The process of using and refining drafts of V-TECS materials for the purpose of identifying content errors or technical problems.

**GUIDE SHEET.**
Instructional information including the duty, performance objective, task, performance of standard, survey of standard, conditions for performance of task, enabling objectives,resources, teaching activities, criterion-referenced measures, and performance guide.

**JOB.**
A group of tasks performed by a job incumbent.

**JOB INCUMBENT.**
An individual who is currently employed in an occupation.

**OCCUPATIONAL ANALYSIS** (Task Analysis).
The process of reviewing elements of a job for the purpose of improving training program content across program levels of vocational-technical education.

**OCCUPATIONAL INVENTORY**(Task Inventory Booklet).
A survey instrument listing tasks performed and tools and equipment used by job incumbents in an occupational domain.

**OCCUPATIONAL SURVEY.**
The procedures for collecting data to identify the duties and tasks that comprise one or more jobs, job types, or career field ladders for the collection and analysis of information concerning such duties.

**O.E./CIP CODE.**
A code developed by the U.S. Office of Education to identify a specific cluster of related jobs for training program identification.

**PERFORMANCE-BASED INSTRUCTION.**
Instruction which requires the learner's demonstration of specific competencies. The desired abilities are selected before the instruction is described and are clearly defined as observable performance objectives.

**PERFORMANCE CHECKLIST.**
A list of performance steps derived from the performance guide to record acceptable or unacceptable performance of each step of a task.

**PERFORMANCE GUIDE** (PG).
A series of steps required for performance of a task arranged in the sequence ordinarily followed.

**PERFORMANCE OBJECTIVE** (PO).
A statement, in precise measurable terms, of a particular behavior to be exhibited by a learner under specified conditions, including a standard of performance.

**PSYCHOMOTOR.**
Skills which emphasize manipulation of material or tools.

**QUALITY REVIEW.**
A review of content by V-TECS staff or designated representative to examine quality of content, format, and style of V-TECS product(s).

**RESOURCES.**
Materials which are used to develop instruction and/or learner-specific objectives.

**SOURCE OF STANDARD.**
A person or origin from which the information establishing the standard is received.

**STANDARD.**
The criteria used to determine if a task has been successfully or unsuccessfully performed.

**STATE-OF-THE-ART REFERENCE.**
Current materials from which information or resources can be found to facilitate instruction.

**STATE-OF-THE-ART (SOA) STUDY.**
Research conducted to determine the current status of performance-based instructional materials and practices in the domain area under study and to obtain other information that might be useful in catalog development.

**SUBJECT-MATTER EXPERT.**
A highly experienced person (incumbent worker/instructor) who assists in identifying task performance steps, skills, and knowledge necessary to perform the job.

**TASK.**
A unit of work activity which constitutes logical and necessary steps in the performance of a duty. A task has a definite beginning and ending point in its accomplishments and generally consists of two or more definite steps.

**TASK ANALYSIS.**
The process of reviewing elements of a job for the purpose of improving training program content across program levels of vocational technical education.

**TASK LIST.**
A list of tasks performed by incumbents in a specific occupational domain.

**TEACHING ACTIVITIES.**
Methods and/or procedures for delivering instructional content to students.

**TEST-ITEM BANK.**
A collection of criterion-referenced test items coded for input and retrieval by computer or manual methods.

**VALIDATION.**
The process of assuring that all aspects of an occupational task analysis identify the skills, knowledge, and attitudes performed in the occupation.

**VERIFICATION.**
The procedure of collecting data to substantiate an existing product; for example, task list verification.

**V-TECS.**
An acronym representing: Vocational-Technical Education Consortium of States; 795 Peachtree Street, N.E., Atlanta, Georgia 30365. A consortium of states that provide competency-based, vocational-technical education materials while conserving time and money through shared development and dissemination.

**V-TECS CATALOG.**
An incumbent-based description of the duties, tasks, performance objectives, performance guides, and related data in a specified occupation.

**WORKING CONDITIONS.**
The atmospheric and environmental conditions under which a worker performs a specific job.

**WRITING TEAM.**
A team of people representing instructors with subject matter expertise; persons having knowledge and experience in developing criterion-referenced measures; local or state supervisors in the domain being developed; workers and supervisors of incumbent workers whose function is to analyze occupational data and develop performance objectives for specific D.O.T. areas.

# APPENDIX C

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